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ABSTRACT

Description of the placement component of the Lincoln Career Education Project is contained in this report, covering the period of 1973-1976. Objectives, procedures followed, and project results and accomplishments are reported in detail. Results of the project included the establishment and refinement of the general concept of career education among local school and central office staff, establishment and operation of a community resource system, development and pilot testing of a model placement service for exiting seniors, and provision of placement services to several hundred exiting seniors during the 3-year period. Evaluation indicated that 62% of the students who left school after the second and third quarters of the 1975-1976 school year requested help in locating employment. All students who requested assistance were eventually placed in jobs. Results of followup studies indicated that two-thirds were still employed. Placement activities were supported by the community resource system established to identify, analyze, and catalog community resources and make the information available to all school staff. It is recommended that in order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes, which should be built up over a period of years through a comprehensive and continuing career development program carried on in the guidance program and through regular instructional program. Appendixes, the bulk of the report, contain forms and materials developed and used, resource materials for career development, and the revised community resource catalog. (TA)

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FINAL REPORT

LINCOLN CAREER EDUCATION PROJECT

BOOK 5

PLACEMENT MODEL

Exemplary Project in Vocational Education
Conducted under
Part D of Public Law 90-576

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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John Prasch, Superintendent

August, 1976

CE 010 391

FINAL REPORT

1976

LINCOLN CAREER EDUCATION PROJECT

Project No F7136VW
Grant No OEG-9-73-5290

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Submitted by
Lincoln Public Schools
John Prasch, Superintendent
Carl Spencer, Project Director

August, 1976

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SUMMARY OF REPORT

Time Period

This is the final report of the Placement Component of the Lincoln Career Education Project, covering the total time period of its funding--from March 1, 1973 through June 10, 1976.

Goals and Objectives

First Year Goal. The original goal of the Placement Component was to establish placement services for youth of participating project schools as a part of the overall Lincoln Career Education Project. At the beginning of the project a broad definition was applied to "placement". This definition included not only helping exiting senior high youth find employment, but also developing the knowledge, skills, and attitudes which lead to location of and placement in an appropriate job. This broad interpretation also included placement in appropriate next steps of an educational or vocational training program for junior high as well as senior high students. And it assumed that "placement" in short term paid and non-paid work positions was an appropriate way to develop skills, knowledges, and attitudes necessary for eventual successful placement in full-time employment.

Second Year Goal. The second year goal maintained the same broad definition of placement. The objectives called for continued progress in the development of programs which would result in a "career plan" for each student, which specified the placement goal of the student and the activities the student would undertake to reach that goal.

Third Year Goal. During the third year of the project the definition of placement was narrowed to include placement for exiting seniors only. Emphasis was placed upon the development of a model for placement services. The model, which incorporated available school services, Nebraska Job Service, and a placement coordinator, was implemented in one high school.

Procedures Followed

During the first two years the Placement Component employed Career Education Coordinators who worked in the project schools to develop program activities to meet the broadly defined placement goals. An Exiting Placement committee developed procedures for helping graduating seniors find employment. The procedures were used in all high schools, but particularly at Lincoln High. Placement activities were supported by a Community Resource System which was established to identify, analyze, and catalog community resources, and make the information available to all school staff. The work of the Placement Component and of the other components of the Lincoln Career Education Project were highly interwoven.

During the third year the Placement Component focused on refining the exiting placement program model at Lincoln High School. The shift in activities was consistent with the narrower definition of placement and necessitated by a greatly reduced budget. This model was adapted for use at Northeast High School at the end of the year, and will be supported from local funds at Lincoln High School next year.

Results and Accomplishments

1. Established and refined the general concept of career education among local school and central office staff: Project staff working the Placement Component provided formal and informal staff development activities which contributed greatly to the understanding and teaching of career education concepts and activities.

2. Established and operated a Community Resource System: The Community Resource System provided a major support service for the general career education effort as well as specific sites for general placement and exiting placement.

3. Developed and pilot tested a model placement service for exiting seniors.

4. Provided placement service to several hundred exiting seniors during the three year period.

Evaluation

Sixty-two percent of the students that left school after the second and third quarters of the 1975-76 school year requested help in locating employment. All students that requested assistance were eventually placed in jobs. The results of follow-up studies of the employment status of students four to six weeks later indicated that two-thirds of the students were still employed.

The Placement Component also supported the development and operation of the Community Resource System. During the first two years of the Career Education Project more than 8,000 students participated in activities organized through the Community Resource System. Although detailed records are not available to estimate the extent of student

participation, the Community Resource System was expanded during the third year year of the project.

Conclusions and Recommendations

1. The Community Resources System helped teachers make use of community resources, both in and out of school.

2. Most teachers need assistance in order to make use of community resources, particularly if community experiences are to be effective.

3. Evidence from the first year of use of the model Placement Service indicates the service was effective in helping exiting students obtain employment.

4. In order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes. These should be built up over a period of years through a comprehensive and continuing career development program carried on in the guidance program and through the regular instructional program.

BODY OF THE REPORT

Problem Area Addressed

The Placement Component was originally conceived as one of several components of the Lincoln Career Education Project. In the original proposal, placement was defined broadly to include (1) placing students in paid and un-paid work situations as a way to help them develop career concepts; (2) assisting students in taking the next step in the implementation of their career plan, whether it was further education or training, or full-time employment.

In the application for funds for the third year of the project, placement was more narrowly defined to include only services to exiting students. Because of the change in definition and reduction in funds, this report must deal with two phases---(1) the original plan as implemented during the first two years, and (2) the more narrow conception of the third year.

In the original application, the Placement Component focused on the need of students for (1) direct experiences in the world of work, either on a volunteer or paid basis, (2) information useful in making realistic career decisions and (3) opportunities to develop skills and attitudes necessary to get jobs and perform well in these jobs. In addition, the component dealt with the school's obligation to help each student make the transition to the next step of the student's career plan, whether it was placement in the world of work or further training or education. Assistance to exiting senior high students was conceived as the culmination of the larger task of career development.

The application for the third year directed attention exclusively on providing services for exiting seniors. No specific data exists regarding success of graduating seniors in finding suitable employment, but the results of surveys of seniors indicated a significant need for assistance in making career plans and finding employment. Over one-third of the seniors surveyed in 1973 indicated they had no firm career plans, and nearly two-thirds said they could use help in deciding about and finding work. Also in 1973, nearly one-third of the graduating seniors at Lincoln High School requested assistance in finding a job and indicated they needed help in making career decisions.

Goals and Objectives

First Year Goal. The original goal of the Placement Component was to establish placement services for youth of participating project schools as a part of the overall Lincoln Career Education Project. At the beginning of the project a broad definition was applied to "placement". This definition included not only assisting exiting senior high youth find employment, but also developing the knowledge, skills, and attitudes which lead to the location of and placement in an appropriate job. This broad interpretation also included placement in appropriate next steps of an educational or vocational training program for junior high as well as senior high students. And it assumed that "placement" in short term paid and non-paid work positions was an appropriate way to develop skills, knowledges, and attitudes necessary for eventual successful placement in full-time employment.

Second Year Goal. The second year goal maintained the same broad definition of placement. The objectives called for continued progress

in the development of programs which would result in a "career plan" for each student, which specified the placement goal of the student and the activities the student would undertake to reach that goal.

Third Year Goal. During the third year of the project the definition of placement was narrowed to include placement for exiting seniors only. Emphasis was placed upon the development of a model for placement services. The model, which incorporated available school services, Nebraska Job Service, and a placement coordinator, was implemented in one high school.

General Project Design and Procedures

Career Education Coordinators. In the first and second years of the project, funds were used to employ coordinators who worked in assigned schools to meet the goals of the project, including placement as defined in the broad sense, as well as placement services for exiting students. The job description for the Coordinators follows:

Job Descriptions for Coordinators of Out-of-School Learning. Each Coordinator fulfills three main functions: (1) to serve as a coordinator for out-of-school learning activities; (2) to serve as a coordinator of efforts to improve career education in buildings assigned; and (3) to manage or contribute to developmental efforts of the project as a whole when assigned.

(1) Coordinators are assigned approximately 40% of their time to serve as facilitator and coordinator of local building efforts to improve career education opportunities and services. Their primary objective is to assist the principal and his staff in the construction of a plan for improving career education through staff development activities and through the implementation of career education

program developed centrally. To carry out this objective they must:

(a) gain support for career education from the administrators and staff of the building through awareness activities.

(b) increase the commitment to do career education among building staff by arranging and/or conducting staff development programs.

(c) increase the understanding of career education by providing models and suggestions for various aspects of career education programming.

(d) coordinate the production of a plan in each building as called for in the project document.

(e) assist the administration in the implementation of that plan.

(f) whenever possible (without endangering credibility) attempt to have others carry out the implementation of the activities in order to establish the functions of career education among existing structures and staff.

(2) Coordinators are assigned approximately 40% of their time to serve as coordinators of out-of-school learning activities in their buildings. Their primary objective is to increase the number of curriculum related learning/working experiences for students in their buildings. To do this they must:

(a) work with the guidance programs to incorporate career education more fully by acquainting them with program suggestions, by assisting them in doing needs assessment and local program planning, and by giving leadership to establish career planning, services such as career information centers, exiting placement services, etc.

(b) assist teachers, through administrative structures and directly, to use community resources by making sure they are aware of the community resource system, by showing them how to use it, by making suggestions for its use, by trouble shooting when difficulties arise.

(c) serve temporarily as supervisors of students placed on long-term experiences until regular staff can assume that responsibility.

(d) assist staff in the incorporation of out-of-school experiences in their curriculum by acquainting them with materials through the materials resource center or by taking them directly to the teacher, by meeting with departments or other organizational structures and identifying ways of incorporating career education concepts, and by working directly with individual teachers when possible to enrich existing curriculum.

(3) Coordinators are assigned by the Project Director to assist in the development or implementation of central project functions about 20% of their time. These functions may include construction of program pieces or carrying out such activities as needs assessment, public relations, etc. Staff development for coordinators, overall planning and management activities, and communications activities also are a part of this time.

In all cases Coordinators are to perceive themselves as acting as staff rather than line personnel at the level of the assistant principal in project schools with the assumption that they are temporary assistants in the planning and initiating of efforts which will be carried on by others after the project is completed.

Exiting Placement Services

One of the major tasks of the Coordinators was to provide services to exiting students. A task force of school and community persons was formed to develop these services. A short-range program was established, first at Lincoln High and then at other high schools.

Placement Model

Target: Career Job Placement Counseling and Referral Services for seniors seeking full-time permanent employment after graduation.

1. All seniors will complete an exiting interview to determine their job plans after graduation. It is suggested that this interview be accomplished by the student's counselor and follow the format outlined on the "Senior Job Placement Interview" form.

2. Completed "Senior Job Placement Interview" forms will be forwarded to the Career Education Placement Representative for screening to identify those students who indicate that they need help in locating and obtaining a job they have already selected or that they need help in making a job choice and locating and obtaining the job they choose.

3. Completed "Senior Job Placement Interview" forms will be matched against the list of current graduates to insure that all graduates are interviewed. The Career Education Placement Representative will be responsible for this task and will notify counselors and/or students who have not completed this exit interview prior to leaving school.

4. The Career Education Placement Representative will screen and identify students who indicate they are interested in summer employment,

part-time employment, or governmental work/training programs These students will be interviewed and served as time permits. The first priority of service will be given to those students who are seeking full-time career placement. The Career Education Placement Representative may wish to respond to other student requests which indicate needs for occupational testing/counseling career information, etc.

5. Students who indicate that they want and need full-time employment placement service (items #3 and #9 on the "Senior Job Placement Interview" form) will be called by the Career Education Placement Representative for service as follows: (a) completion of the Career Education Job Placement Registration Record. This registration includes the basic student data necessary for job counseling, referrals, placement and follow-up; (b) employment counseling and personal interview to determine appropriate job referrals, and employability services necessary for the student to obtain employment; (c) special services such as the provision of career information, Job Bank information, participation in the Vocational Exploration Group experience, and aptitude and interest testing/counseling; (d) job referral appointments for interested students. Students will be given referral cards indicating the necessary appointment information; (e) follow-up contacts with students and employers as soon as possible after the interview date to determine the need for additional service, whether the student was hired or not, why or why not, etc.; and (f) information on how to conduct a job interview; how to complete employment applications, tips on employment testing and review basic employment procedures with students as needed. The information will be provided by Career Education Placement Representatives.

6. The Career Education Placement Representative will be responsible for maintaining a local file of employment opportunities for graduates and for maintaining the services of the State Employment Service Job Bank as a source of referral opportunities. The Career Education Representative will be the individual responsible for all transactions with the Job Bank; according to operating procedures agreed to with the Nebraska Division of Employment.

7. The Career Education Placement Representative will promote the exiting placement services both in their assigned target school and in their relationships with the community.

8. The Career Education Placement Representative will coordinate employment opportunities with the Support Systems Coordinator in order that opportunities may be made available to all schools.

9. The Career Education Placement Representative will be responsible for maintaining records concerned with student screening interviews, registrations, referrals, placements follow-up contacts and employment opportunities in the local file.

10. It is suggested that these services be made available to graduates until they have secured suitable full-time employment. It may be that some graduates will not be in the active job market until mid-summer or perhaps fall and this service should be made available to them as needed.

11. The Career Education Placement Representatives will meet periodically to review progress, share information and suggest program improvements.

12. The Career Education Project Evaluation Team will be provided with all data relative to this short-term exiting placement service in

order to formally evaluate this effort. Project staff, advisory committees and school administrators will review this program and suggest long range program objectives and procedures as appropriate.

For the third year of the project, the focus of the Placement Component was narrowed to providing exiting placement services only, rather than giving general support to the development of career plans and decision-making skills. A more detailed plan for delivering placement services was constructed by staff of Lincoln High School, Project staff, and central office staff of the Lincoln Public Schools. This model was built upon materials and experiences of the preceding two years. The overall description of the model, the conceptual model in chart form, and the detailed steps describing the operation of the model are included on the following pages. The forms and materials developed and used can be found in Appendix A. The section is concluded with a report from the Lincoln High Staff.

DESCRIPTION OF THE PLACEMENT MODEL

Goals: The ultimate goal of the Placement Service is to assist those students wanting help to find employment. In order to be most successful with this goal, work is done on career exploration, career plans, and job getting skills, depending on the needs of the individual student.

Procedure:

Group sessions are conducted for all students desiring help with placement. These sessions are informational in nature, detailing what is available to the students through the Placement Office. Students are given the Personal Information Form to fill out, are given the opportunity of signing up for optional sessions of Vocational Exploration Group (VEG) or administration of the California Occupational Preference Survey (COPS).

Students are then seen individually for a placement conference. For those students needing further help, times are set up for remediation sessions. For those ready for placement, jobs are sought and the student sent out to apply.

Follow-up to verify placement is conducted on each student, by phone, at ten day and then six week intervals.

Evaluation of the placement program is done following the six week follow-up, using data collected from that follow-up.

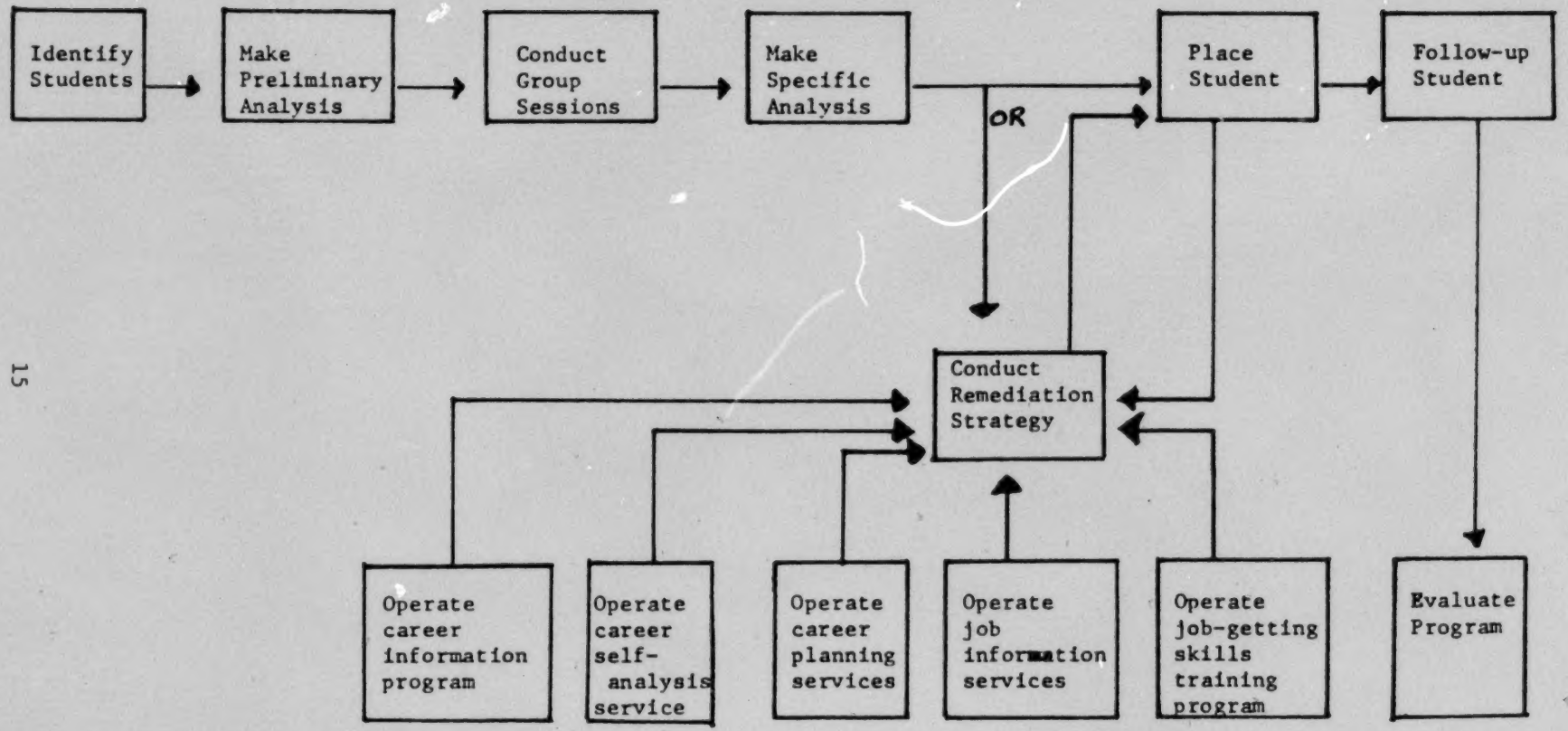
Major Thrusts:

1. Working with students on job-getting skills and placement.
2. Developing community placements through phone and personal interviews with potential employers.
3. Developing the model for implementation at Lincoln High School, with possibility of use in all high schools in Lincoln.
4. Development of a Career Center in the Lincoln High Media Center where information on job-getting skills and careers will be located.

Results:

By the end of the 1975-76 school year, the Placement Model will be developed at Lincoln High School to a point where it could be easily adopted by the other high schools.

CONCEPTUAL MODEL FOR PLACEMENT SERVICE



STEPS IN THE IMPLEMENTATION OF THE

CONCEPTUAL MODEL FOR PLACEMENT SERVICES

Placement service for exiting students at Lincoln High School, 1975-76 (detailed description of steps shown in Conceptual Model)

1. Identify students exiting at mid-term

   1.1 Placement office will prepare and deliver job placement interview forms to counselors and answer counselors' questions.
   1.2 Counselors will call slip seniors for individual exiting conferences.
   1.3 Students will complete Job Placement Interview Forms during exiting conference with assistance of counselor.
   1.4 Counselor will deliver completed forms to placement office.

2. Make preliminary analysis of career plan from information on interview forms.

   2.1 Placement counselor will categorize students according to following categories:

      2.1.1 Seeking full-time permanent job. Has sufficient direction to set up career choice. Search files in career office for job in area of interest, if not successful, check Job Service for possible job; if still not successful, make contacts with potential e employers for possible placement.
      2.1.2 Seeking full or part-time employment. Desire help in choosing an occupational area and eventually finding a specific job. Administer COPS (or other interest test) to help determine area of interest and aptitude, if needed. Interview may yield results without the COPS, however.
      2.1.3 Seeking assistance in determining career plan. Administration of COPS - determine if occupational choice necessitates more training;
         2.1.3.1 Part-time work and school
         2.1.3.2 Vocational school
         2.1.3.3 College

3. Upgrade career plans and job getting skills in group sessions.

   3.1 Placement counselor will make written assignment of each student to appropriate group session. Two group sessions will be held (no more than 15-20 students per session). These sessions will be held January 9, 1976 during 3rd and 5th periods. Students will be call slipped from class. Tuesday, January 6, 1976 via the school bulletin, teachers will be informed about these sessions so they will expect those seniors to be absent for that period.
   3.2 The group sessions will cover:

      3.2.1 Job applications, their purpose, how to fill them out best, etc. The Personal Information Form will be handed out and explained. Students will be asked to complete this form prior to the individual conference with the placement counselor (the next week).
      3.2.2 Resumes will be explained. Again, the Personal Information Forms can be used to write a resume.
      3.2.3 Interviews: The do's and don't's of interviews will be gone over (dress, appearance, punctuality, etc.), as well as the importance of the interview.

3.2.4 If time permits, a brief run-down of other job placement avenues will be given.
3.2.5 Distribution of wallet-size job getting hints booklet

4. Make specific analysis of career plan and Job Getting Skills in individual session.

4.1 Placement counselor will call slip each qualifying student for individual placement conference. (To qualify a student must have attended one of group sessions, or have a good excuse for not having been there, i.e., sickness.)
4.2 Placement counselor will make further analysis of adequacy of career plan. An adequate plan includes (not necessarily in writing):
4.2.1 Indication of readiness for employment
4.2.2 Interview with placement counselor
4.2.3 Rationale stated for choosing among employment, further training, or part-tim e work and additional training or education.
4.3 Adequacy of career plan will be determined by placement counselor by:
4.3.1 Filling out job placement application forms.
4.3.2 Interview with placement counselor
4.3.3 Information supplied to placement office by counselors.
4.3.4 COPS (if necessary)
4.4 If plan is adequate, placement counselor begins placement activities with student (Box 6 with possible 12 and 13).

5. Conduct remediation strategy. If plan is inadequate placement counselor and student plan "crash program" to develop career plan using resources of career information, self assessment, and career planning services (see Box 9, 10, 11).

6. Place students who have adequate career plans.

6.1 Review student's career plan (what is student's training interest, ability for job wanted).
6.2 Develop list of job options in area of interest.
6.3 Search file for appropriate position to match with job options on list (local file of jobs provided by other agencies, e.g., Job Service)
6.4
6.4.1 Develop an appropriate position in the community, or
6.4.2 Counsel student into related area, thus increasing list of job options, or
6.4.3 Counsel student in different area, thus increasing list of job options, or
6.4.4 Counsel student into further preparation.
6.5 If appropriate job is found, check adequacy of job getting skills.
6.5.1 If adequate, refer appropriately=-to employer or to agency.
6.5.2 If inadquate, continue remediation strategy.

7. Follow-up of student on job

7.1 Verify placement (within 10 days)
7.1.1 Self-addressed, stamped referral card sent with employee to be returned by employer.
7.1.2 If card is not returned within 10 days, phone student for information
7.2 Follow-up six week check
7.2.1 If student is not on job, locate student and offer to help find a job.
7.2.2 If student is on job, note.

8. Evaluate service

8.1 Collect data from students after placement activities, during verification, and during six week check.
8.2 Collect data from employer during verification and at six week check.
8.3 Collect other data from staff, etc.
8.4 Collect data and write report.
8.5 Collect data at 1, 3, and 6 month intervals

(Note: 9 thru 13 are part of 5 - the remediation strategy)

9. Operate career information program.

9.1 Have available for students in placement office career information; e.g., job in area ofinterest, including companies in Lincoln that have these types of jobs.
9.2 Refer students for further information to:
9.2.1 Media: Files on careers
9.2.2 Counselors' office: to use the View Deck on Careers
9.2.3 Teachers, especially co-op teachers
9.3 Help students understand and know what jobs are in their areas of interest. Resources: Dept. of Labor, Occupational Outlook Handbook, Job Service.

10. Operate career self-analysis service
10.1
10.1 For those students not knowing what kind of career they want to get into--placement counselor will administer the COPS, then with the student analyze the results.
10.2 View Deck Service in media center
10.3 VEG sessions.

11. Operate career planning service

11.1 Along with knowledge of career interest gathered from COPS, review student's preparation for job interest and determine, together, what area of career interest is most feasible.
11.2 Give student printed matter to look over dealing with jobs, requirements, interests, etc.

12. Operate job information service.

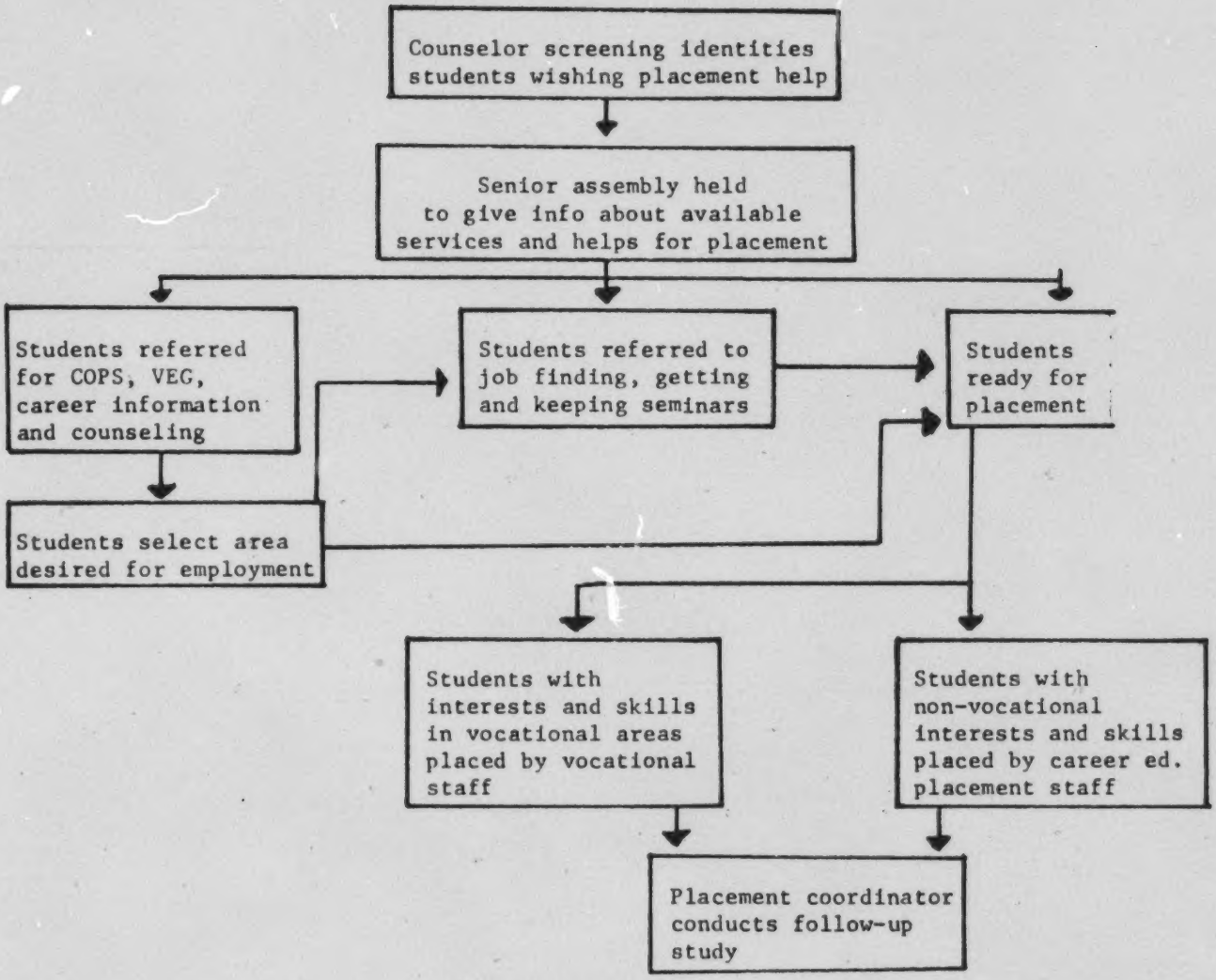
12.1 Placement office will have some listings of jobs available.
12.2 Placement office has access to job service information and helps students use this information.
12.3 Placement office will seek out, by contacting employers of possible jobs, if none are listed in area of interest of student.

13. Operate job getting skills training program

13.1 For students for whom the one individual meeting with placement counselors is not enough for them to know about application forms, interviews, etc. (either in the opinion of the student or placement councelor), further individual sessions will be scheduled to help the student acquire job getting skills.

EXITING PLACEMENT
LINCOLN HIGH SCHOOL
SPRING 1976

Flowchart of Model


Counselor screening identities students wishing placement help
Senior assembly held to give info about available services and helps for placement
Students referred for COPS, VEG, career information and counseling
Students referred to job finding, getting and keeping seminars
Students ready for placement
Students select area desired for employment
Students with interests and skills in vocational areas placed by vocational staff
Students with non-vocational interests and skills placed by career ed. placement staff
Placement coordinator conducts follow-up study

EXITING PLACEMENT

LINCOLN HIGH SCHOOL

FINAL REPORT

During the three years of this program, the Exiting Placement has evolved from a purely job referral stage to a more complex model of guidance in the skills of job-getting and career planning, along with the actual referral of students to the job.

In the first year, a very extensive effort was made in contacting potential employers and having a job referral file. Many students were referred to jobs during the first year.

In the second year, that same trend was continued, with up-dates of employment possibilities. A system of follow-up was developed in an attempt to find out, after referral, whether or not the students actually found employment.

During the third year, a model was formulated and put into operation. This model includes activities not previously used, to increase students' understanding of themsleves and careers to enable them to make better decisions. It also included opportunities for students to learn job-seeking and job-getting skills not previously included. The major activities of the model included the following: (see accompanying charts also)

1. Senior assembly to inform all seniors of the services available to them through the placement office.
2. Seminars on job-getting skills, including how to find a job, how to apply for a job, and how to keep a job, held for students who signed up for them.
3. Vocational Exploration Group sessions held for those who wished. (approximately 180 students). The Vocational Exploration Group is a program developed and distributed by Studies for Urban Man, Inc., Tempe, Arizona, P.O. Box 1039. A brochure describing VEG follows this report.

4. Individual interview/counseling sessions held with each student requesting assistance with job-getting. Students in vocational programs of the school were referred for individual sessions to appropriate vocational teachers. Others were the responsibility of the placement staff person, who worked half-time.
5. Ascertainment of available jobs through (a) interviews with community personnel directors (b) checking newspapers and other sources of job information and (c) use of job information provided as service of the Job Service on a microfiche listing jobs in Eastern Nebraska, updated daily.
6. Referral of students to jobs. Direct referrals were not made. Placement staff sent the students to job interviews if jobs were not listed with Job service. Students desiring jobs listed with Job Service were referred directly to Job Service.
7. Follow-up on students who were assisted by placement service. (The June exiting student follow-up will be completed in August, 1976.)

Two hundred and sixty-eight exiting seniors were referred to the Placement Office by the Counselors (see Senior Job Placement Interview Form). One hundred forty-eight of these did not need help in finding employment. Of the remaining 120, 84 requested help in finding full time employment and 36 students were wanting help in finding part-time employment or summer employment. Priority was given to those students seeking full time employment, as these are the students who do not have plans to go on to school.

It was found that, generally, students are very ill-prepared for seeking employment. Although many have had jobs, they are jobs that do not require much skill in the art of "job-getting". Few students have made viable career choices - they still think in terms of "a job". There is a great need for career planning activities and job getting skill training. We also found that, if left on an optional, voluntary basis, most students will not avail themselves of services.

The model, as conceived and used during this year, has proven to be a workable one. The changes that ought be made are: integrate the seminars into the school day; create self-directed packets on job-getting skills that could be used individually by students, or as a classroom project; and create a method, using available, commercial materials, for career planning and exploration to be done by all students.

EXITING PLACEMENT - JANUARY 1976

STATISTICS

Students not seeking help:

10 - University or other training
7 - have full-time jobs
2 - dropped out of school
1 - moving

Students wanting help:

14 - want full-time jobs
2 - want part-time jobs
6 - think they'll go on to school later
2 - don't know

Follow-up March 1976:

Follow-up March 1976:

Of those wanting help:

13 - have jobs now
1 - is unemployed
5 - cannot be contacted

EXITING PLACEMENT - MARCH, 1976

I. STATISTICS:

Total number of students: 21

A. Students not needing help: 8

1 has full time job, then college
1 marriage, then full time job
1 go into military
1 moving
3 have full time jobs
1 going to school full time

B. Students wanting help: 13

12 want full time jobs*
1 wants part time job and will attend school later
2 will go to school in the fall

(* some students will fall into more than one category)

II. FOLLOW-UP: APRIL, 1976

Of those wanting help:

5 now have full time jobs
1 is unemployed
1 is unemployed but will attend UNL
1 is unemployed and is considering the military
2 have part time jobs
2 have not yet been contacted.

PLACEMENT

LINCOLN HIGH SCHOOL - 1976

June Placement Activities:

1. Senior Job Placement interview forms began coming in from Counselors in April. Seniors began to be called in for help with placement as per these forms.

2. In May: a senior assembly was held for all Seniors, explaining services offered by the Placement Office. Seniors were given the opportunity of signing up for any or all of three seminars dealing with job getting skills and/or VEG. Seniors were all given a Career Planning booklet to be used on their own or at the seminars.

3. During April and May, VEG sessions were held with approximately 180 students. These sessions were conducted by four career education staff.

4. During the week of May 17, 2 sessions of each of the 3 seminars were held with those students who signed up at the assembly. Sixty students signed up for these seminars.

5. The COPS was made available to students wanting to use it. Few students took advantage of this option.

6. Students indicating the desire to have help in finding placement are interviewed by the Placement Coordinator as time permits. An attempt is made to help all of those students by the end of the school year, and hopefully find placement for them. At least, all students will have received help with job-getting skills and career choices, so that they may be better able to secure jobs on their own.

EXITING PLACEMENT - JUNE, 1976

STATISTICS:

Total number of students identified (from Counselor referral forms): 268

148 students did not need help
74 students want full time jobs
35 students want part time or summer jobs
11 plan to go into the military

Of those wanting help with full time jobs: 44 have filled out applications and have had a personal interview with the placement coordinator so far. Most of those interviewed have been sent to a job to apply.

Of those wanting part time or summer positions, about half have received placement help, either by direct application, or through use of the Job Service micro-fische.

OBTAINING INSTRUCTIONAL MATERIALS FOR VEG

Conducting VEG sessions requires the use of a VEG kit.

The Lincoln Career Education Project owns ten kits which may be checked out through the project office in PSAB.

Persons outside of Lincoln may purchase the kits, after completing training, from Studies for Urban Man, Inc.

Some materials in the kit are consumable. Lincoln staff members may replace expendable supplies from supplies maintained at the project office.

The Lincoln Career Education Project is an Exemplary Program in Career Education funded under Part D of the Vocational Amendments of 1968.

FURTHER QUESTIONS?

Contact:

Dr. Allen Blezek, Trainer
Vocational Exploration Group
Lincoln Career Education Project
Lincoln Public Schools
P. O. Box 82889
Lincoln, Nebraska 68501
402-466-9541
or
402-475-1081

or

Studies for Urban Man, Inc.
P. O. Box 1039
Tempe, Arizona 85281

THE LINCOLN
CAREER EDUCATION PROJECT

Of The
Lincoln Public Schools

presents

VEG

VOCATIONAL EXPLORATION GROUP*

*a product of Studies for Urban Man, Inc. Tempe, Arizona

EXPLORATION GROUP?

VEG is a group process to help persons make career planning decisions.

During the process participants

- clarify interests and abilities relative to careers
- learn the most important factors necessary to consider when choosing a career
- identify the necessary qualifications to get and keep a job
- learn a process for making career decisions
- apply that process to their own situation
- make a tentative choice of career, and think about alternative choices
- determine the significant "next step" and plan to take that step

HOW DOES THE VOCATIONAL EXPLORATION GROUP WORK?

A trained group leader conducts a group of 5 participants.

The group process follows a series of well-defined steps:

– clarification of interest and values through the MILLION DOLLAR STORY (what would you do...)

– identification of most-liked and least-liked jobs

– The COOL SEAT: what the group thinks you would be good at doing in life

– using wall pictures and posters and job information books to identify possible career choices

– discussing job satisfiers such as money, prestige, supervision....

– discussing interests and skills required to do well in particular jobs

– making tentative career choices and identifying alternatives

– committing to take the "next step"

VOCATIONAL EXPLORATION GROUP

The Lincoln Career Education Project has trained a number of counselors, teachers, and administrators to be group leaders.

To qualify as a group leader, one must undertake two days of intensive training. Trainees are awarded a certificate upon successful completion of the training program.

The Lincoln Career Education Project is qualified to provide necessary training to become a Group Leader.

The Lincoln Career Education Project provides training on a no-cost basis to educators in the Lincoln community. The only requirement is that the educational agency and the trainee must agree to use VEG on a regular basis in their educational program.

Persons outside the Lincoln Community may be trained by Dr. Blezek through special agreement with Studies for Urban Man, Inc.

Community Resource System

The Community Resource System designed and operated under the auspices of the Placement Component was a major support component of the entire Career Education movement in the Lincoln schools. The rationale for such a system lies in the fact that only in the community are their sufficient resources for students to become aware of the many occupational opportunities available, the characteristics of these various occupations, and opportunities to become informed about and to try out various hypotheses regarding the possible choice of this occupation as a major career step. In some cases it is necessary for students to actually visit the work site to achieve the results necessary; in other cases the community resource may achieve the objectives by coming into the classroom. The use of long-term work situations for high school students comes out of the same rationale--a certain amount of work experience is necessary for a student to understand the nature of work. This experience is best provided during high school when the opportunity exists through the guidance program to help the students internalize this experience and analyze its career significance. So the Community Resource System was established to provide experiences in the following areas: (1) speakers to share information in classroom settings in the school, (2) general field trips, (3) field trips with specific emphasis upon career learnings, and (4) observations, explorations, interviews, shadowing experiences, etc., designed for individual students at the work site.

Placement Component staff identified such resources, located them, interviewed them for analysis of their possible uses, and filed the information for quick and efficient retrieval. The information was

then made available to teachers, counselors and students through a catalog and a telephone info service. When information was needed which was not in the catalog or in the file, the Community Resource Coordinator operated a "hot line" to locate the needed resource. The "hot line" services were used by many teachers who needed a speciality resource. Assistance was given to teachers who were trying to locate short term work experiences for their program (e.g., coop business education course). Needs of students for part or full time employment were also handled through the "hot line" rather than compiling and publishing a catalog. It was the policy of Lincoln Public School not to duplicate or compete with the Nebraska Job Service, but to make use of their services by referring appropriate students to them.

The Community Resource Catalog was first published in late summer, 1974. This catalog contained more than 175 entries on 120 pages, plus 50 pages of materials used during inservice of teachers in how to make good use of community resources. The catalog was published in second edition in the summer of 1975 with additional entries and a revised inservice section. A copy of the revised catalog is included as Appendix B. The catalogs were published as a "suppressed index". That is, only the type of resource and the type of opportunities available for students were listed. Teachers were instructed to contact the Community Resource Office for further information when they located a resource in the catalog which seemed appropriate. In this manner the Office of Community Resources was able to assist teachers to make good use of resources, to monitor the use of each resource, and to collect information from the teachers later about the value of the experience provided.

In the meantime Coordinators of Career Education in local schools worked with school staff members to establish procedures for using community resources and to incorporate their use as a part of programs to assist students in career development. That is, guidance departments and instructional departments made plans for using community resources to broaden students' knowledge of career possibilities and the nature of the world of work, to give hands-on experiences to students who had well-developed ideas about their career which needed testing, and to provide career information of many kinds to students in regular classes. The project's objective was to assist students to make informed career plans based on these experiences and other experiences provided by the guidance and instructional programs of the school, so they would be well-prepared for placement in the next step of their career plan whether it be employment, or further training or education.

Placement of Students in Part-time Employment. As soon as students became aware of placement services being offered under the auspices of the project, they put considerable pressure upon local Coordinators for assistance in finding part-time paid employment. The project took the position that it had insufficient resources to make placement in part-time employment a priority. However, it was decided that during the third year attention would be given to developing a rationale for including some paid employment to determine how such employment fit with the development of career plans. When possible students were referred to existing placement services, primarily the work-study counselor. On numerous occasions, however, the Coordinator was able to suggest part-time employment possibilities from the list of requests phoned in to

them by employers who were aware of the placement services being performed.

Placement of Students in Co-op Vocational Programs

Both the central office staff and the local Career Education coordinators assisted in the establishments of several new co-op programs during the school year, namely Business Education programs at Pius, Southeast and Lincoln High, a HERO program at Lincoln High, and a Health Related Program at East High.

Inservice for Lincoln Teachers

Each teacher was presented a Community Resources catalog and was given a 40-minute inservice session on the use of the catalog and the resources in it. In addition, the project conducted a number of district-wide inservice sessions on the use of community resources. These workshops received some of the highest ratings of all those presented on those occasions.

Public Relations

Because of the experience of the Coordinator of Community Resources with media, and because she was contacting a number of people in the community, she was asked to supervise the production of a tape/slide presentation of the project for use with community groups. This tape/slide was constructed under her supervision by the Office of Public Relations of Lincoln Public Schools, and used by her and other staff members on numerous occasions. In her interviews with employers, the Coordinator of Community Resources included information about the Career Education Project as a whole and also about other programs of the Lincoln Public Schools which involved the use of community resources,

such as co-op vocational programs, work-study programs, volunteer learning/or service programs, etc.

Evaluation of the Project

Evaluation of the Placement Component in and of itself has been largely descriptive. Specific services to exiting seniors using the model program in 1976 were evaluated through follow-up studies. At the end of the second quarter 16 of 26 exiting students requested assistance in locating employment. Six weeks later 13 of the 16 students were employed. At the end of the third quarter 13 of 21 exiting students desired assistance. A check of these students in April indicated that 5 were employed on a full-time basis and 2 were employed on a part-time basis. Follow-up data on students who graduated at the end of the year will not be collected until September.

Because placement was broadly defined during the first two years of the project, the contribution of project staff employed with Placement Component funds was included in the overall accomplishments of the project as a whole. In brief the evaluation of the overall project showed a steady increase in the number and quality of career development experiences provided to students, but no significant change in the student outcomes measured on standardized instruments. This lack of significant change may in part be explained by inadequacies in the sampling plan: all students were sampled regardless of whether they might have been directly involved in a career education activity. Therefore the estimates of program effects may be conservative since not all the students in the career education sample actually particiapted in a career education program. The problem was complicated by the fact that it was impossible to identify participants until the end of the school year.

Finally the Placement Component supported the development and operation of the Community Resource System. Resources were located, analyzed, and catalogued. The catalogs were distributed to teachers in project schools, who could contact the Community Resource Office to set up field trips, speakers, shadowing experiences, etc. If resources needed by a teacher were not listed in the catalog, the Resource Office searched the community to try to locate the resources.

During the first year of operation, forty teachers used the Community Resource System to organize 81 activities, that reached approximately 2500 students. During the second year the number of activities increased from 81 to 337 and the number of students reached increased from 2500 to 5750.

Because of changes in emphasis and funding for the third year, project staff was not available to operate the system as it had been operated during the first two years or to keep detailed records. However, the Community Resource Catalog was expanded and republished, and copies were distributed to teachers in all high schools. It is estimated that the community resources was used even more extensively during the third year of the project than during the previous two years.

Conclusions and Recommendations

1. The Community Resources System helped teachers make use of community resources, both in and out of school.

2. Most teachers need assistance in order to make use of community resources, and especially if community experiences are to be effective.

3. Evidence from the first year of use of the model Placement Service indicates the service was effective in helping exiting students obtain employment.

4. In order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes. These should be built up over a period of years through a comprehensive and continuing career development program carried on in the guidance program and through the regular instructional program.

APPENDIX A

FORMS AND MATERIALS DEVELOPED AND USED

Placement Component

services checklist for students

LINCOLN HIGH SCHOOL

CAREER EDUCATION

EXITING PLACEMENT SERVICES

Name _____ Phone _____ Counselor_____

Class Schedule: room # room #

1st period_____ 4th period_____
2nd period_____ 5th period_____
3rd Period_____ 6th period_____

Are you in a Co-op program? Yes____ No____ If yes, which one?_____

Request for Placement Services

Instructions: Please check which seminar(s) you would be interested in attending. They will be held 6th and 7th periods. You will receive notification from the Placement Office to let you know when the seminar that you signed up for will be held. You will be expected to attend the seminar(s) for which you signed up unless we receive word from you.

____1. Seminar 1: Locating a Job -
This seminar will explore how to find a job on your own, through the newspapers, employment agencies, etc.

____2. Seminar 2: Applying for the Job -
This seminar will cover how to best fill out application forms, how to write a resume, how to go through a successful interview, and other relate skills.

____3. Seminar 3: Getting along on the Job -
This seminar will cover how to keep your job, get promotions, benefit from your job the most, unions, insurance, social security, and other job satisfiers.

____4. VEG - Vocational Exploration Group -
This is a small group process where careers are explored and some goals set for each person about their career interests. This is a tool to help you not only decide what career you are interested in, but also a help in findking out how to attain that goal.

____5. COPS - California Occupational Preference Survey
This is a self-administered interest survey which helps in job-choice decision making. It helps narrow down your feild of interest so that you can better decide what career might be good for you.

____6. Personal Job Placement Interview -
Each student who has filled out a Senior Job Placement Interview form that counselors have,and indicated a desire for help in finding a job, will be called-slipped and interviewed and helped by the Job placement Counselor.

CAREER EDUCATION
SENIOR JOB PLACEMENT INTERVIEW

H.S. Program

____Vocational
____General

_____
School

Name:_____ Counselor:_____

Address:_____ Telephone:_____ Age:_____

MY JOB PLAN

INSTRUCTIONS: Please check the MOST APPROPRIATE BOXES and complete the blanks where required.

1. ____I will have a full time permanent job as a _____

   Will be working for_____
   (Employer)

2. ____I want full time permanent job as a _____

   or work in the field of_____

   I do not need help in obtaining this job.

* 3. ____I need help in locating and getting the job described in question #2.

* 4. ____I want a full-time permanent job: But I need help in making a job choice and locating a job after choosing one.

5. ____I will attend school and I am not interested in any work at this time.

** 6. ____I will attend school full-time in Lincoln and would like help in obtaining part-time employment.

7. ____I plan to stay at home and not seek a job.

8. ____I plan to enter military service.

** 9. ____I am interested in enrolling in a work program such as NYC or some other government work/training program such as MDTA, JOB CORP, Etc.

**10. ____I am interested in temporary or summer work because:_____

_____

11. ____I would like help in choosing an occupational training program.

12. ____I have other plans -- Explain:_____

_____

* * * *

CAREER EDUCATION

Job Application Data Sheet

Personal Information:

1. Name _____ Age _____ Date of Birth _____
   Sex _____ Height _____ Weight _____

2. Address _____ Telephone _____ Soc. Security No. _____

3. Marital Status (check): Single ___ Married ___ Separated ___ Divorced ___

   If married, name of spouse _____
   occupation of spouse _____

4. Parents: Father _____ Occupation _____
   Mother _____ Occupation _____

   Do you live with your parents? Yes ( ) No ( ). If No, then where?

   _____

5. Do you have any physical limitations? Yes ( ) No ( ) If yes, what are they?

   _____

6. Do you have a car? Yes ( ) No ( ) A Driver's License? Yes ( ) No ( )

   If No - how would you get to and from the job? _____

   _____

Work Experience (Begin with your present or last job.)

Employer (or Company)	Job Duties	Dates Employed	Salary	Reason for Leaving

List any other experience (including Volunteer work): _____

_____

_____

Education:

1. List any job related subjects you have completed (such as courses in typing, journalism, electronics, health occupations, etc.)

2. List your current class schedule:

Class	Room Number	Teacher's Name

3. Year in school: Soph. ____ Junior ____ Senior ____

4. What are your plans after graduation from high school? _____

_____

5. What high school activities are you involved in? _____

_____

_____

6. What are your special interests, hobbies, etc.? _____

_____

_____

Job Objectives:

1. List three kinds of jobs that you would like to have:

   a. _____
   b. _____
   c. _____

2. Can you work: Afternoons _____ Evenings _____ Week-ends _____

3. How many hours would you like to work per week? 10 __ 15 __ 20 __ 25 __

4. Do your parents (or guardians) approve of your working part time while in high school? _____

****

For office use Do not write below this line

Referral Record

Date	Sent To	Type of Job	Sent By	Results

Comments: _____

_____

_____

_____

Personal Information Form

Complete all the questions on this form. You will then have all of the information that you will need to properly fill out most application forms for most jobs. Some of this information you will have to look up or ask somebody about. Do that now--so that you know the answers when you go to find a job!

I Personal Data

(Please Print)

Name _____ Telephone _____
Last First Middle

Present Address _____
Number Street City State Zip

Previous Address _____
Number Street City State Zip

Social Security Number _____ Driver's License No. _____

Age _____ Date of Birth _____ Place of Birth _____

Marital Status: Single ___ Married ___ Widowed ___ Divorced ___ Separated ___

If married, is spouse employed? Yes ___ No ___
Position _____ Company _____ How long? _____

Dependents: No. of Children _____ Ages _____
Other Dependents _____

Family: Father's Chief Occupation _____ Company _____

Mother's Chief Occupation _____ Company _____

In Case of Emergency Notify _____
Address _____ Telephone _____

To what organizations do you belong? _____
_____
Offices Held? _____

II EDUCATION

Last Grade in School Completed: _____

Name of School _____
Address _____
Month and Year Started _____ Month and Year Left _____

Special Training: Type of Training _____

Name of School or Business _____
Address _____
Month and Year Started _____ Month and Year Left _____

Special License or Certificate Held _____

Special Skills _____

III EMPLOYMENT RECORD

(Begin with the job you had last, then the job before that, and work back to the earliest job)

Present Job (or job you had last)

Name of Company _____
Address _____
Immediate Supervisor _____ Your Position _____
Month and Year Started _____ Month and Year Left _____
Reason for Leaving _____

Other Jobs you have had:

1. Name of Company _____
   Address _____
   Immediate Supervisor _____ Your Position _____
   Month and Year Started _____ Month and Year Left _____
   Reason for Leaving _____

2. Name of Company _____
   Address _____
   Immediate Supervisor _____ Your Position _____
   Month and Year Started _____ Month and Year Left _____
   Reason for Leaving _____

3. Name of Company _____
   Address _____
   Immediate Supervisor _____ Your Position _____
   Month and Year Started _____ Month and Year Left _____
   Reason for Leaving _____

IV REFERENCES

(List four people, not related to you, who know you well, think highly of you, and have good jobs themselves. Your minister, former teachers or school counselor, local businessmen, your doctor, etc., make good references.)

1. Name _____ Occupation _____
   Address _____ Phone _____

2. Name _____ Occupation _____
   Address _____ Phone _____

3. Name _____ Occupation _____
   Address _____ Phone _____

4. Name _____ Occupation _____
   Address _____ Phone _____

V HEALTH RECORD

(Be sure to include everything that could affect your performance on a job)

List any physical defects or major health problems _____

_____

What serious accidents, operations, or illnesses have you had? _____

_____

How much time have you lost from school or work because of illness in the past two years? _____

Height _____ Weight _____ Eyesight (good, average, poor) _____

Wear glasses or contact lenses? _____

VI MILITARY RECORD

Were you ever in the military? _____ Branch _____

Beginning Rank _____ Highest Rank _____

Length of Service _____ Type of Release _____

Any experience or training in the service which might be helpful on a job?

_____

VII SKILLS AND APTITUDES

What is your regular line of work? _____

What tools, machines, and equipment do you operate? _____

What kinds of work do you have the ability to learn if employer would provide training? _____

What kind of work do you want? _____

VIII WORKING CONDITIONS

Will you work any shift, day or night? _____

Are you a union member? _____ If so, give name and number of local _____

Would you accept work outside your regular line and preference? _____

IX OTHER PERSONAL INFORMATION

(In the space below write any other information about yourself which would be helpful to a prospective employer - including any volunteer work not covered elsewhere.)

_____

_____

_____

Date Form Completed _____ _____

Applicant's Signature

DRAFT
CEP (Follow-up)

Date_____

FOLLOW-UP REPORT
EXITING PLACEMENT PROGRAM
CAREER EDUCATION PROJECT, LINCOLN PUBLIC SCHOOLS

STUDENT IDENTIFICATION

Name:_____ Address:_____ Telephone:_____
Graduation Date:_____

DATA

Current Labor Force Status: Check only one of the three catagories.

( ) Employed (If yes, then record additional data)
Full time ( ) Part time ( ) Temporary ( )
Where:_____
Type of job:_____
How obtained: through school ( ) Private employment agency ( )
State employment service ( ) Want-ad ( )
Friends & Relatives ( ) Direct application ( )
Worked there part time before leaving school ( ) Other:_____
Is this job related to your high school training? Yes ( ) No ( )

( ) Unemployed (But looking for work)
How long unemployed: less than 1 month ( ) 1-3 months ( ) over 3 mo.( )
Type of job wanted:_____

( ) Not in labor force (If checked, then record reason)
( ) Attending school -- full time ( ) part time ( )
( ) Illness
( ) Housewife
( ) In military
( ) Other - explain_____

Career Planning and Preparation	Yes	No
1. Do you plan further education to prepare you for a job? If yes, where?_____	_____	_____
2. Do you feel that you were prepared for most beginning jobs?	_____	_____
3. Have you received any training or assistance on career planning?	_____	_____

4. Which of the following people probably helped you the most in making career decisions? Friends ( ) Teacher ( )
Parents ( ) Counselor ( ) Employer ( ) Other ( )_____

Comments:

Interviewer:_____

CAREER DEVELOPMENT

Exiting placement model - Lincoln High School

AGENCY INTERVIEW FORM

AGENCY_____ CONTACT PERSON_____

1. How many employees do you have?_____

2. Do you hire High School Graduates without additional training?_____

_____

3. Do you have an on-the-job training program?_____

_____

4. What qualifications are you looking for in employees?_____

_____

_____

5. What kinds of jobs do you have?_____
   Clerical? _____
   Custodial? _____
   Skilled? _____
   Unskilled? _____

6. Do you have an Employee's handbook?_____ May we have one for our files?

7. Do you have any problems with young employees?_____
   Absenteeism? _____
   Respect for rules? _____
   Other? _____

8. What is your application procedure?_____

   Fill out applications first? - Does student need an appointment for that?

   Interviews? How do the students set them up?_____

   _____

9. Referral system - Do our referral cards work for you?_____

   (Importance of sending our cards back to us.)

10. Transportation: Is there a way for students (employees) to get to your agency if they don't have a car?_____

11. May we list you as a firm that will place High School Graduates?_____

    How many students would you want referred?_____

12. Do you ever have part time openings?_____

13. Do you list with Job Service?_____

APPENDIX B

RESOURCE MATERIALS FOR CAREER DEVELOPMENT

Placement Component

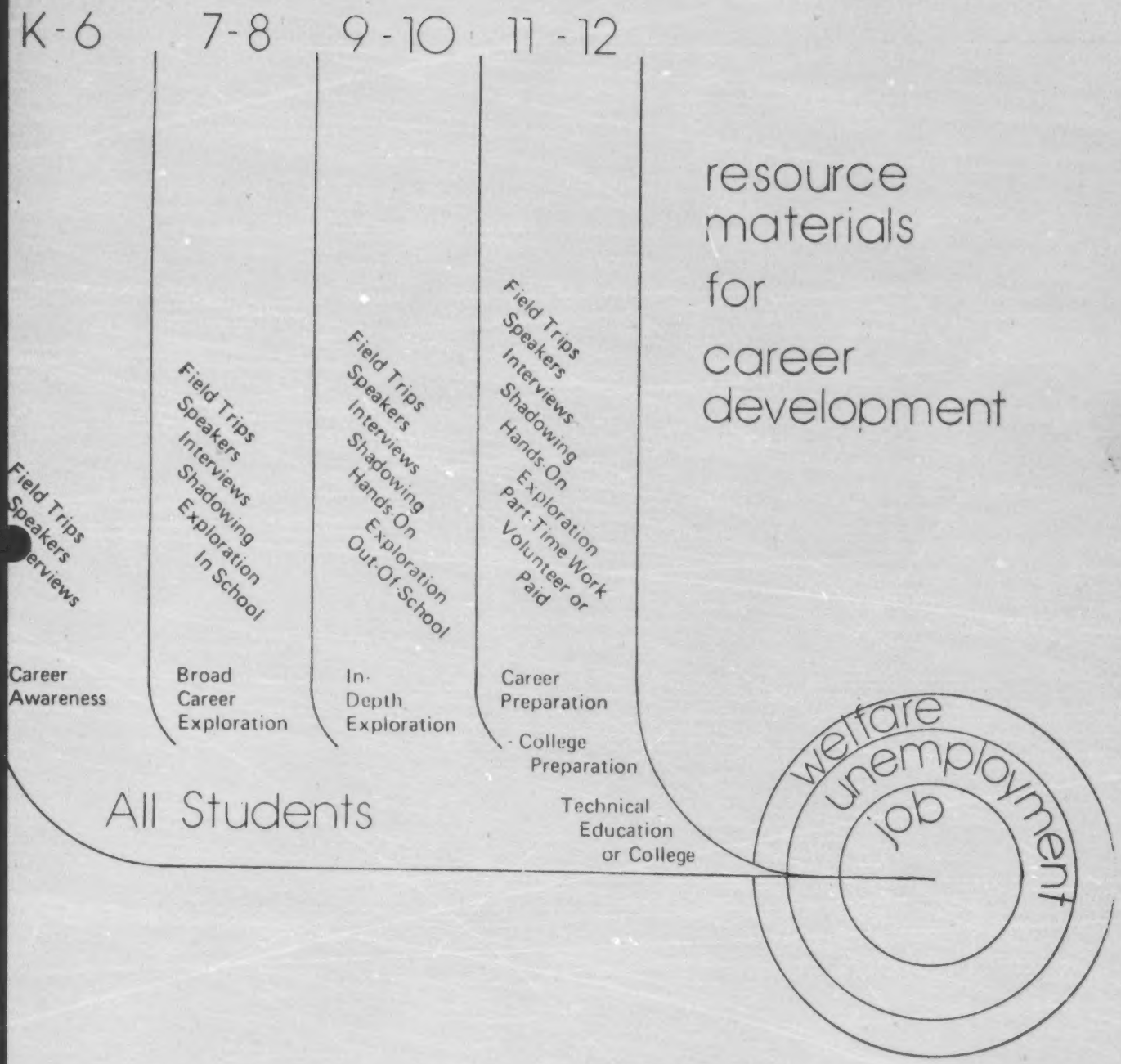

K-6
7-8
9-10
11-12
resource materials for career development
Field Trips
Speakers
Interviews
Shadowing
Exploration
In School
Out-Of-School
Hands-On
part-Time Work
Volunteer or Paid
Career Awareness
Broad Career Exploration
In-Depth Exploration
Career Preparation
College Preparation
Technical Education or College
All Students
welfare
unemployment
job

TABLE OF CONTENTS

INTRODUCTION. . . . . White Section

READINESS . . . . . Buff Section

Table of Contents with Titles and Page Numbers
Communications to Parents
Career Awareness Information for Students

SELF-AWARENESS. . . . . Pink Section

Table of Contents with Titles and Page Numbers
Self-Awareness Activities for Students
Job Orientation Inventory and Survey

COMMUNITY . . . . . Yellow Section

Table of Contents with Titles and Page Numbers
Community Experiences
Preparation and Follow-up for
Speakers
Field Trips
Interviews
Shadows

USING COMMUNITY RESOURCES FOR CAREER EDUCATION

INTRODUCTION

During the 1973-74 school year a system for locating and filing community resources was begun as a part of the Career Education Project. In the fall of 1974 the COMMUNITY RESOURCES CATALOG was published for use by school staff in making these community resources available to students in and out of school.

The materials which follow are a set of resources offered as a supplement to the catalog. They will be helpful in several ways:

...to help you decide whether an individual student is ready for a particular type of experience
...to suggest ways of involving parents and community resources as well as student and teacher in planning experiences using community resources
...to provide examples of letters, interview forms, and suggestions for the community resource which you may use to organize the learning experience
...to help you decide what kinds of experiences would be most beneficial for students at any particular point
...to help you assist a student to become prepared to get maximum benefits from different types of experiences
...to help you plan experiences for students after they have learned from a community resource to reinforce and consolidate that learning.

Other materials may be developed and distributed from time to time by the Career Education Project. We suggest that as you receive them, you add them to your COMMUNITY RESOURCES CATALOG for easy storage and reference.

These materials were developed by Mike Holmes with the assistance of Susan Smeloff, Gloria Williams, the Career Education Project Staff, and the Career Education Cadres of Mickle and Goodrich Junior High Schools.

CAREER EDUCATION PROJECT
Lincoln Public Schools

January, 1975

Revised August, 1975

Use: Teacher Information--additional explanations found lacking in first edition. Forms provided to aid teachers in taking notes to plan before calling; counselors could run off copies of these forms and issue teachers with duplicates.

Purpose: To further explain or reinforce sections of the Community Resource Catalog. To clarify areas found to be unclear; added input as of January, 1975.

ADVICE TO TEACHERS USING COMMUNITY RESOURCE CATALOG

1. Due to excessive usage of resources, please do not call the organization without checking the community resources office first.
2. If you decide you can't wait for community resources office to find resource, please call to cancel request so that two experiences will not be scheduled.
3. When you call and find the name of the resource and discover it is a friend or acquaintance, please respect his/her wishes and do not expect experiences or extras other than he/she indicated to the Lincoln Schools.
4. MOST IMPORTANT: Call back the community resources office to say the date scheduled. Reason: sources are limited (weekly, monthly, yearly) and we must know their use or non-use.
5. Please return the "tell us what you think" postcard regarding the experience.

HOW TO ARRANGE FOR AN EXPERIENCE NOT LISTED IN CATALOG

FIELD TRIP
1. Tour or occupational field trip _____
2. Date(s) preferred _____
3. Time of day _____(be willing to negotiate if organization isn't flexible)
4. Length of experience (1/2 hour, 2 hours, etc.) _____
5. Group size _____
6. Class interest which led to this trip _____

SPEAKER
1. Topic _____(many people can speak on several areas of their occupation; others only on one area)
2. Type of presentation (speech, discussion, panel discussion, etc.) _____
3. Date(s) preferred _____
4. Time of day _____
5. Length you want them to speak _____
6. Group size _____
7. Class interest which lead to this request for speaker _____

NOTE: Try to consolidate classes or arrange for videotaping speaker rather than asking for speaker(s) for several periods.

OBSERVATION (SHADOW) *IN-depth experience for selected students.
1. Type of experience preferred (interview: short time--ask questions, or shadow--3 hours, follow worker) _____
2. Date(s) preferred _____
3. Time of day preferred (morning, afternoon) _____
4. Length of experience preferred (1 hour, 3 hour, etc.) _____
5. Group size (1, 2, ? students) _____

NOTE: *a. Signed contract or call for experience only after proof of student readiness
b. Be willing to have student wait for group experience if resource is limited--a class field trip may suffice.
c. Be willing to accept an alternative to shadowing - interview or written information - if shadowing has been difficult or impossible in that occupation.

3 CRITERIA FOR ASSESSING CAREER EXPERIENCES

What qualifies as a career education experience?

Any involvement which deals with a study of careers. All experiences are of value if student awareness is increased in one or more of the following:

1. The dignity of all work.
2. The inter-relationships of occupations and the inter-dependence of people.
3. Factors of skill, preparation, personality involved in occupations.

DEFINITIONS OF TERMS

Classifying Occupations:

Clusters: See page I-4 of this Community Resources Catalogue for listing and definition of the 15 clusters.

People, Data, Things: Classifying occupations by determining if the main duties of the work involve the worker with people, with data or ideas, or with material things such as products. Media centers should have listing of examples in each area. See the vertical file of Careers.

Self Awareness: Individuals discovering about themselves--their interests, abilities, aptitudes, attitudes, values, etc.

Resource Speaker: Any person who visits the classroom and talks, demonstrates, illustrates, responds to questions about his career can be called a resource person.

Field Trips: Two kinds of field trips are catalogued in this guide--

General Tour: A large or small group of students visit a community organization gaining knowledge of the product, services or processes of the company, or

Occupational Field Trip: A shorter tour with added emphasis of a question and answer session at the end of the tour with worker(s) at the company.

Interview: Individual students contacting a worker either personally at his place of business or in his home if a friend or neighbor, as well as telephone interviews.

Shadow: Observation of a worker for part of a day; in-depth exposure which calls for advanced background and preparation of student.

Exploration: An experience in which the student observes a worker as well as having an opportunity to perform at least one task related to that occupation (see page I-3).

In school exploration of careers includes hands-on activities using equipment and content of various careers; example: Project Discovery units

READINESS SECTION TABLE OF CONTENTS

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Plan designed by Mickle Jr. High for Organizing Experiences. M1-M7

EFFECTIVE COMMUNICATIONS AID HOME SCHOOL RELATIONS COMMUNITY

To Teachers:

DO work for positive home-community-school relationships

COURTESY ALWAYS

DO strive for a balance between informing parents of career education rationale plus asking their cooperation and expecting too much of their time in completing lengthy questionnaires---BE SURE the parent information is needed and will be used before you ask for it.

DON'T pry---some people are more sensitive than others about sharing attitudes towards work and information about salaries and life values.

THANK YOU LETTERS FROM TEACHER AND STUDENTS FOLLOWING USE OF A COMMUNITY RESOURCE ARE MOST IMPORTANT!

Resources for letter form: Lincoln Public Schools SCORE(Skills of Composition and Rhetoric) cards are available from English Consultant's office. Webster's New Collegiate Dictionary, pp 1532-1535--A Handbook of Style at the back of this dictionary shows four types of business letter forms.

SAMPLE LETTER TO PARENTS

Junior High
Lincoln, Nebraska
Date

Dear Parent,

This year as a part of the regular studies, your child will be taking part in career education studies. As a part of our school work, we will point out the relationship of basic skills such as reading, writing, math to the world of work. Students will see how work habits at school such as completing assignments, being on time, good school attendance relate to behaviors required in the world of work.

We will be doing many activities helping your child find out about himself--his interests, abilities, attitudes--which he can then use this knowledge to match himself with various career choices. Thus will the studies of the occupations he chooses to research be interesting and relevant to him.

We are sending home a questionnaire which will be used as a basis for our career discussions preparatory to taking field trips and other observations. We appreciate your help on filling out this form. Any suggestions or help you volunteer will be gratefully received by teachers and students.

Thank you very much.

Sincerely yours,

Use: Alternative form to sample letter on preceding page; or students might use this as an interview form to ask their parents about their occupations.

Purpose: Communicate school goals to home; ask for parent help in career studies.

SUGGESTED LETTER TO PARENTS
(Alternative: Interview)

School Name
Date _____

Dear _____,
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.
(child's name)

Would you answer these questions for us and send it to school with your child? We will study various occupations.

1. What is your occupation? _____
2. What are some of your duties? _____

   _____

   _____
3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

   _____
4. Would you be willing to come to school and talk about your work? ____
5. Would a field trip to your place of employment be beneficial for this age level? _____

Sincerely yours,

_____
Teacher

Use: Questionnaire sent home with covering explanatory letter such as the one on page 6, Or write a short letter to place at the top of these questions. Students could interview their parents with this form.

Purpose: Be sure you have a purpose and a need for the information requested here. Since this form is long and time-consuming to fill out, parents should see its usefulness.

QUESTIONNAIRE FOR PARENTS

1. Please list your occupation. _____

2. Were you guided in any way in choosing this work? Yes____ No____
   If so, by whom? Counselor____ Teacher____ Parent____ Other____

3. If you had it to do over again, would you select the same occupation?
   Yes____ No____

4. Do you enjoy your work? Yes____ No____

5. What do you enjoy most about your work? _____

   _____

6. What are the frustrations of your work? _____

   _____

7. If you had only one child would you want your child to have the same occupation as you have? Yes____ No____ Comments:_____

   _____

8. If you had only one child would you want your child to attend college?
   Yes____ No____ Why or why not? _____

   _____

9. If you had only one child would you want your child to attend a vocational school? Yes____ No____ Why or why not?_____

   _____

10. Do you feel the courses offered at school offer enough to prepare your child to enter the career of his choice?
    Courses adequate____ Inadequate____
    Comments:_____

    _____

11. As an employer, what are some of the qualities that you would look for in your employees?

Personality_____ Appearance_____

Attitude_____ Job Knowledge_____

Possession of Physical Skills to meet job requirements (give specific examples):_____

12. Do you have any suggestions or comments concerning our incorporation of career education into your child's schooling?_____

_____

13. Would you volunteer to share your experiences in the world of work? _____

If you are an employer, please answer #14 and #15.

14. What kinds of skills would you require of your employees in the academic area?
Math Computation

_____Basic addition and subtraction

_____Basic multiplication and division

_____Basic measuring skills

English Skills

_____Spelling

_____Legible handwriting

_____Correct language usage

Other Skills (eg. Typing) _____

_____

15. What type of equipment do you require employees to operate? _____

_____

Thank you

_____
Teacher

CAREER AWARENESS---Source Ideas for Teachers

PLACES to look:

School Media Center--remember the vertical file and card catalog
Career Education Center--3rd floor Media at PSAB or call Career Ed. Office--475-1081, Ext. 276--C.E. Coordinator
Lincoln Public Schools Media Catalog--films, tapes, models
Community Resource Catalog--for speakers, trips, etc.
Lincoln Public Libraries--Bennett Martin list of books, films compiled by T.A. workshop groups and available upon request from T.A. schools (East Jr. High or Goodrich)

MATERIALS to look for in the places above:

Occupational Handbook--summaries of occupations, training, salary, future prospects

Books on specific careers

Trade Magazines--example: Farm Journal, Auto Mechanic, etc.

Master copies to make dittoes or transparencies of: (copies in school vertical file)
- Cluster posters--picture to go with each cluster, no words, matching game
- Careers related to interest and ability in--subject areas such as Art, English
- Lists of jobs dealing primarily with: Things...Ideas...People or Animals

Posters--Career Ed. Center; Lincoln School of Commerce

Games

Films

Filmstrips--School Media; Career Ed. Center; PSAB Media Services

Tapes--School Media; Career Ed. Center; PSAB Media Services

Slides--Career Ed. Center

Workbooks--from various publishers; samples in Career Ed. Center, PSAB

C.E. Curriculum guides from Nebraska and other states--Career Ed. Center

C.E. Teaching units written in Lincoln or in other school systems--call Career Ed. Office --C.E. Coordinator

Economics Units--Elementary Schools Media Centers have a set of pamphlets: "Economic Experiences of Enterprising Teachers"

Kits and Commercial Programs--School Media and Career Ed. Center

Tests and Surveys of interests, abilities, careers--Student services, Career Ed. Center; this handbook--self-awareness section.

MATCHING

CAREERS

Check up on your knowledge of what these people do

Learn the names of different occupations and careers that are possible for people. Then see if you can do this career quiz.

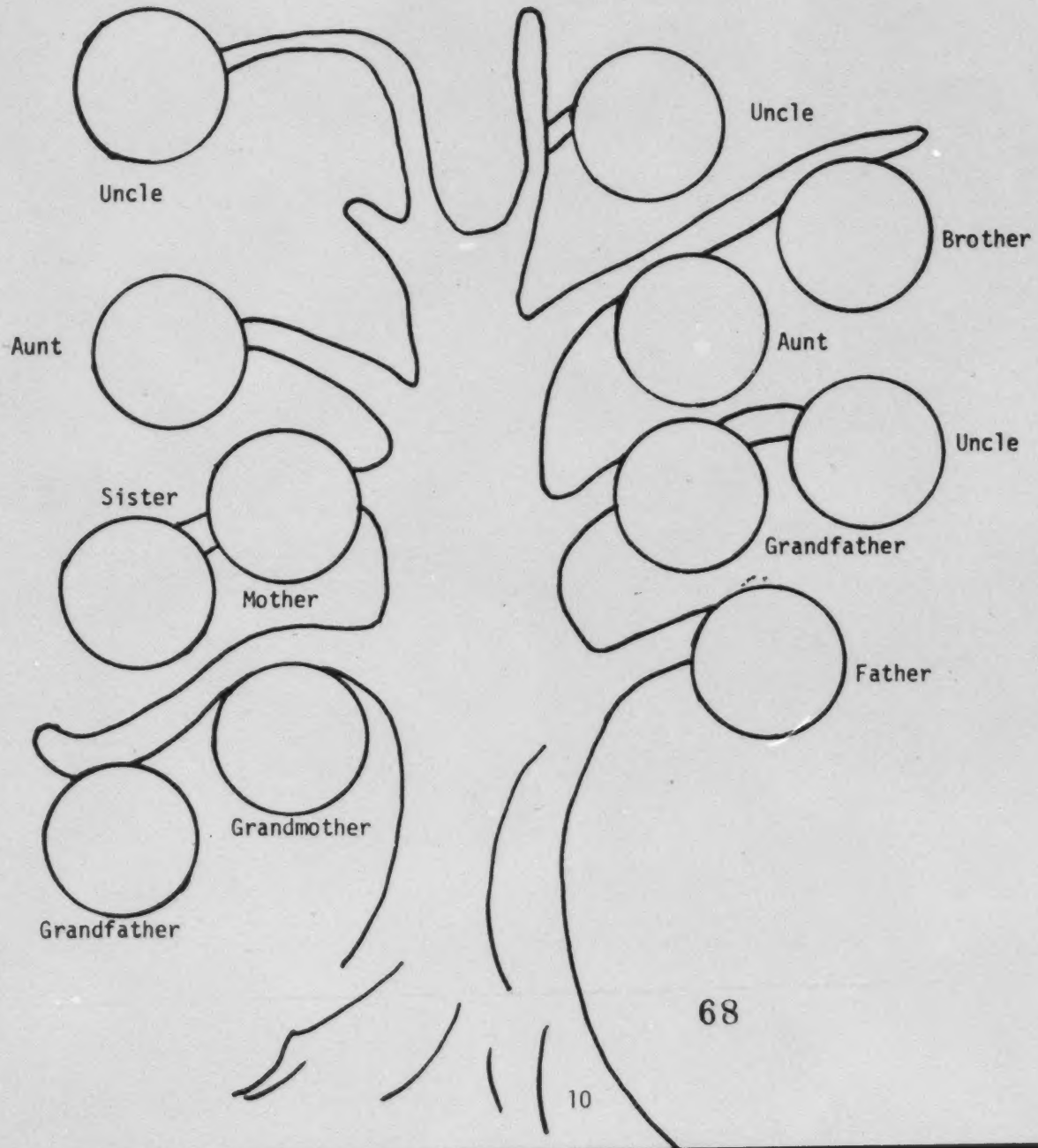
1. Apiculturist:
   A. A beekeeper
   B. One who cares for monkey or apes
   C. A museum guide
2. Sinologist:
   A. A drugstore proprietor
   B. A saddlemaker
   C. A specialist in Chinese affairs
3. Silviculturist:
   A. One who collects antique mirrors
   B. A maker of fancy jewelry
   C. One who takes care of forests
4. Cartographer:
   A. One who hauls or carts away rubbish
   B. One who makes maps and charts
   C. One who makes children's carts and buggies
5. Registrar:
   A. The official who keeps records
   B. One who manufacturers cash registers
   C. One who decorates greeting cards
6. Lapidary:
   A. One who makes children's stuffed toys
   B. One who cuts and polishes precious stones
   C. One who writes jingles
7. Horologist:
   A. One who reads the stars
   B. One who makes and repairs clocks and watches
   C. One who makes flags
8. Cabinetworker:
   A. A machinist
   B. One who makes fine furniture
   C. A high government official
9. Greengrocer:
   A. A retailer of fresh vegetables and fruit
   B. A gardener
   C. A landscape painter
10. Architect:
    A. One who designs buildings
    B. One who writes textbooks
    C. One who operates a tourist camp

Answers:
1. A; 2. C; 3. C; 4. B; 5. A; 6. B; 7. B; 8. B; 9. A; 10. A.

Use: For less mature students and/or ones with little or no background of career development and career awareness. Direct students to write or draw in the circles showing the jobs these persons do--if they know. Discuss the completed sheets in small groups; share in class.

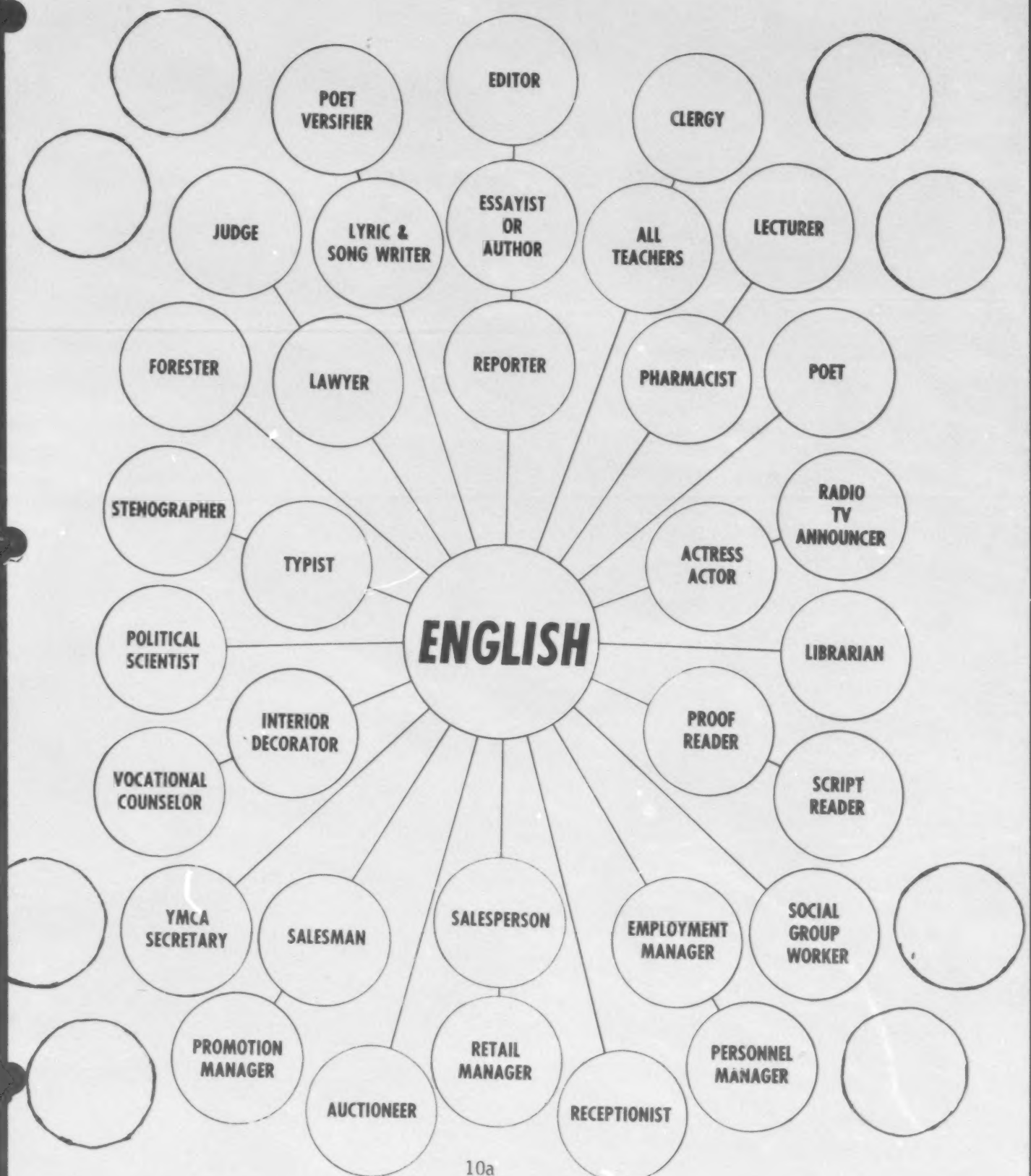
Purpose: To increase students' knowledge of various occupations and their appreciation for the diversity and dignity of all work.

JOBS I KNOW



USE: Students may add related careers in empty circles to obtain other subject area charts (math, art, etc.) Call Career Ed Office, PSAB

SOME CAREERS RELATED TO INTEREST AND ABILITY IN *ENGLISH*



Use: Students use Occupational Outlook Handbook, Occupational Encyclopedia and any other resources available to classify various occupations into the cluster where they belong. Explain the reasoning for the cluster groupings (see Occupational Outlook Handbook). Discuss this classification system and compare it with a People--Data--Things classification. Which is better? Why? When would we use them?

Purpose: Career Awareness--students learn names of many occupations as well as a few specifics about each one. Introduces them to new types of work unknow to them previously.

CLUSTERS

1. Agri-Business & Natural Resources
2. Business & Office
3. Communication
4. Consumer & Homemaking
5. Construction
6. Environment
7. Fine Arts & Humanities
8. Health
9. Manufacturing
10. Hospitality & Recreation
11. Marine Science
12. Marketing & Distribution
13. Personal Service
14. Public Service
15. Transportation

SAMPLE WORKSHEET FOR STUDENTS:

Clusters	Jobs
Agri-Business & Natural Resources	1. _____ 2. _____ 3. _____
Business & Office	1. _____ 2. _____ 3. _____
Communication	1. _____ 2. _____ 3. _____
Consumer & Homemaking	1. _____ 2. _____ 3. _____
Construction	1. _____ 2. _____ 3. _____
Environment	1. _____ 2. _____ 3. _____
Fine Arts & Humanities	1. _____ 2. _____ 3. _____

Health	1. _____ 2. _____ 3. _____
Manufacturing	1. _____ 2. _____ 3. _____
Hospitality & Recreation	1. _____ 2. _____ 3. _____
Marine Science	1. _____ 2. _____ 3. _____
Marketing & Distribution	1. _____ 2. _____ 3. _____
Personal Service	1. _____ 2. _____ 3. _____
Public Service	1. _____ 2. _____ 3. _____
Transportation	1. _____ 2. _____ 3. _____

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

JBLIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATIONS AND MEDIA	CONSTRUCTION
fe guard	rock group musician	oil pipe inspector	commerical artist	mason
mp counselor	actress	butcher	press photographer	carpenter
yer	comedian	meat packing plant manager	production manager	excavator
rk ranger	playwright	agronomist		er
cial worker	novelist			
y care			T.V. cameraman	plasterer
bation of.	artist	extension service specialist	teletype operator	draftsman

NOTE TO TEACHERS: This Cluster Game was developed by Wichita Public Schools. The complete set of cards (9 different ones), 3 career classifying sheets, master copy of workers names (3 different sheets), game pieces and caller's envelope is available for you to copy--call Career Ed. Office, or Coordinator.

JOBS IN EIGHT FIELDS

IF YOU LIKE	YOU MIGHT LIKE TO BE A
LITERARY WORK	newspaper reporter magazine writer author advertising writer librarian teacher editor proofreader news broadcaster
SCIENTIFIC WORK	doctor laboratory technician dietician engineer electronics technician chemist dentist pharmacist biologist physicist space scientist draftsman bacteriologist
MECHANICAL WORK	heavy-machinery operator auto mechanic airplane maintenance or repairman TV or radio repairman small-appliance repairman telephone installer air-conditioner installer locksmith machinist airline pilot electrician truck driver plumber
CLERICAL WORK	office clerk secretary bookkeeper computer operator order-fulfillment clerk office manager file clerk post-office clerk accountant bank teller typist hotel clerk switchboard operator tabulating-machine operator office messenger stock clerk ticket agent
PERSUASIVE WORK	salesclerk car or insurance salesman lawyer politician union leader door-to-door salesman employment manager lecturer travel agent
OUTDOOR WORK	house painter bricklayer carpenter telephone lineman construction worker farmer forester gardener sports instructor pro athlete gas-station attendant recreation director
SOCIAL SERVICE WORK	nurse nurse's aid YMCA worker tutor vocational counselor religious leader social worker physical therapist orderly home economist practical nurse
ARTISTIC WORK	artist photographer musician actor dress designer model dancer interior decorator hand letterer movie cameraman architect hair stylist cartoonist furniture designer

Jobs I might like are _____.

life-styles

careers

	JOB SATISFACTION										AUTON-OMY			IN-COME			LOCATION			HOURS/TIME OFF								
	Job prestige high	Job prestige low	Work routine	Work creative	Work people-oriented	Goal/idea oriented	Hard on family	Physically demanding	Conformity required	High commitment to job aim	Be own boss	Work under supervision	Work alone	Work in team	Stable income-low to moderate	Stable income-moderate to high	Uncertain income-could be high	Considerable travel	Little travel	Live abroad	Frequent transfers	Adventurous/dangerous	Work hours fixed	Work hours flexible	Much free time	Long vacations/sabbaticals	Short vacations/no sabbaticals
Architect/planner	●				●		●				●	*	*	*	●			●			●				●				●
Artist/Writer	*	●			●		●	●			*	●		●					●	*	*	*				●	●		
Advertising/Pub. Relations		●			●		●			●	●	*	●	*	*			●			●				●				●
Actor	*	●			●		●	●	●		●	*	●		●				●	●		*				●	●	●	
Airline crew	●		●			*	●			●	●		●		●			●		●		*			●				●
Athlete (pro)	●		●				●	●	●		●	*	●	*	●			●	*	●				●	●			●	
Banker	●		●	*			●			●	●		●		●			●			●	*			●				●
Builder		●	●				●		●		●	*	●	*	●	●			*	*	●	*			●				●
Civil servant		●	●	*	*		*			●	*		●	*	*			●			*	●	*			●				●
Clergy	●					●				●	●	●	*	●	*	●					●						●			●
Diplomat	●		●	*			●	●		●	●		●	*	●			●		●			●	*	●					●
Engineer		●	*	●			●			●	●	*	●	*	●			●		*	●				●					●
Executive	●		*	●	*	*				●	●	*	●		●			●			●	*			●				*	●
Farmer		●	●				●		●		*	●	*	●	*	*			*		●						●			●
Filmmaker	*	●		●			●				●	*	●		●			*	●	●		*			●			●		
Health care	*	●	●		●						●	*	●	*	●			●		*	●	*			●	*				●
Homemaker		*	●		●						●	●		●							●					●	*			
Journalist	*	●		●			●	*			●	*	●	●	*			●			●	*	*		*		●			●
Lawyer	●		●	*	*		●			●	●	*	●	*	*			●			●					●				●
Military	*	●	●				●	●	●	●	●		●		●			●			●		●	●	●		●			●
Musician	*	●		●			●	●	●		●	*	●	*	●				●	●		*	●				●			
Police (fire fighter)		●	●		●			●	●	●	●		●	*	*	●					●			●	●					●
Politician	●		*	*	●			●		●	●	*	*	*	*				●	*	*					●		●		
Sales person		●	*	*			●	●		●	●	*	*	*	*				●	●						●				●
Scientist	●			●			●				●	●	*	*	*			●		*		*				*	●	●	●	*
Stock broker	●		●				●			●	●	*	*	*	*				●		●					●				●
Teacher		●	●	*	●						●		●	●		●					●	*				●		●		

* Depends on individual situation

PLAN DESIGNED BY MICKLE JUNIOR HIGH CAREER EXPLORATION COORDINATOR
FOR USE IN PREPARING STUDENTS TO CONDUCT A SHADOW OR AN IN-DEPTH INTERVIEW

1. Counselors trained in VEG (Vocational Exploration Group) may give the VEG test to interested students.

2. Students obtain a packet of pre-guidance activity sheets from Mrs. Larson, Career Exploration Coordintor. Each student is to complete a minimum of three activities in this set or use other self-awareness activities chosen by teacher or student--only one activity is required if VEG is used. (The pre-guidance packet is an assortment of dittoes made from pages 10-26 in this handbook).

3. Student fills in a form telling what activities he completed; teacher signs to verify completion of the activities.

4. Research on various occupations is another suggestion for pre-guidance activity. (Use films, filmstrips, occupational handbook, etc.)

5. SHADOW PACKET: Steps to prepare students for shadowing experiences. Teachers can pick up a packet for each student who is doing pre-guidance/ research/VEG activities preparing for a shadow.

    A. Letter informing parents of Career Education goals, asking parental permission for trip(s) Page M2
    B. Teacher locates a person willing to be shadowed by checking Community Resource Catalog, call C.R. Office 475-7478.
    C. Role-playing: a Sample Phone Contact for training students in setting up the time (etc.) of the shadow experience. Page M3
    D. Form for students to use in gaining teacher permission to be absent. Page M4
    E. A letter to send (or take) to the person being shadowed telling purpose, student preparation, expressing appreciation and asking the business person to fill in an evaluation. Page M5
    F. Evaluation form to accompany the letter above (E); it may be returned with the student or mailed to the school. Teachers are asked to share the results of this evaluation with the Community Resource Office, Box 57, PSAB or call 475-7478. Page M6
    G. A questionnaire to be completed by the student and turned in to the teacher <u>after</u> the shadow. It may be useful to guide students in their interview preparation but should not be filled out during the interview. (Forms used by Mickle: pages 40 & 41 of this handbook)
    H. Student evaluation of his shadowing experience. Page M7

Dear Parents:

One of the goals of Career Education is to help students become more familiar with the world of work. In an effort to meet this objective, your child is currently involved in career exploration. He or she has participated in a VEG (Vocational Exploration Group) with his counselor and has specified some careers in which he has a special interest.

In order to further pursue some of the professions in which students have indicated an interest, some students are planning "shadowing" experiences with workers in our community. This involves spending a working day or part of a working day with an adult who is involved in the career of interest to the student.

The Northeast Kiwanis Club has helped us make contacts with professional people in various occupations throughout the city. This may create some transportation problems as students are asked to arrange their own transportation. This might involve bus fare or arranging with an adult who is free to provide a ride. Any help you could offer us in this respect would certainly be appreciated.

The students will need to make arrangements with their teachers prior to their absence in order to make up any work missed. Your child is to inform you about the details of where he or she is going, how they will arrive and return and the amount of time they will be absent from school. Through a program of pre-guidance activities the necessary preparations have been made to help make this experience worthwhile and educational for your son or daughter.

If you have any questions about this project, or would like to know more about it, please feel free to call the school and ask for me (464-4664); we can arrange to confer in person or by phone.

Sincerely,

PARENT PERMISSION

_____ has my permission to participate in a

"shadowing" experience.

_____

Parent Signature

SAMPLE PHONE CONTACT

This is just a sample of a converstation which includes the necessary information that you would want to communicate to the person you are contacting for a shadowing experience. Certainly don't use this as a script! But it might give you some ideas for specifics that you would want to include.

1. ASK FOR THE INDIVIDUAL BY NAME AND DPET. (if necessary).

"May I please speak to Mr. John Jones in the accounting dept.?"

2. GIVE YOUR NAME AND EXPLAIN THE PURPOSE OF YOUR CALL.

"Mr. Jones, my name is _____. I'm a student at Mickle Jr. High. One of my classes is studying career exploration, and I'm interested in finding out more about the field of (accounting). Your name was given to me as someone who might be willing to have a student shadow you for a working day, or part of a day. Do you think it might be possible for me to arrange some time that I could spend with you?"

3. GET THE NECESSARY SPECIFIC INFORMATION.

"It is possible for me to make arrangements to visit you sometime during the next two weeks. Is there a day you might suggest that would be convenient for you? ( ) What time would it be conventient for me to arrive? ( ) How much of the day would you suggest that I might spend with you? ( ) Would you please give me the address and the office number where I would meet you? ( )

4. ASK FOR ANY NECESSARY ADDITIONAL INFORMATION.

"Is there any additional information that you can think of that I need before I come on Wednesday?" Should I bring my lunch or bring money to buy lunch? Are there any dress codes or clothing requirements I should follow?

5. RE-CONFIRM DATE AND TIME.

"I will meet you in your office at First National Bank on Wednesday, January 15th, at 9:00."

6. THANKS!!

"Thank you for taking your time to visit with me. I'm looking forward to meeting you."

I am planning a "shadowing" experience with a worker in our community. This is to inform you of my planned absence. What would should I make up in advance? Thank you.

_____ _____
(student) (date)

	CLASS	TEACHER
Period 1	_____	_____
Period 2	_____	_____
Period 3	_____	_____
Period 4	_____	_____
Period 5	_____	_____
Period 6	_____	_____
Period 7	_____	_____

Robin Mickle Jr. High
67th & Walker
Lincoln, NE 68507

As part of our Career Exploration at Robin Mickle Junior High, we are attempting to help students beomce more familiar with the world of work. In an effort to meet this objective, the students are arranging "shadowing" experiences in which they spend a working day or a period of a few hours with an adult who is involved in a career of interest to the student.

In order to prepare for this experience students have participated in vocational exploration groups with their counselors and have further pursued those occupations which interest them through research, class discussion, interviews, or field trips. The ultimate experience, however, is to really be "on the job" with a worker.

Thank you very much for your willingness to let a young student "shadow" you. We certainly appreciate your taking time out of a busy day to visit with them about your profession. This project would not be possible without your help. We hope the necessary preparations have been made to make this experience meaningful for you as well as for your "shadow".

We are asking that you complete a short evaluation form to be returned to the school with the student or by mail. If you have additional questions about this project or would like further clarification, please feel free to call us at school (464-4664).

Thanks again for your participation in our career project.

Sincerely,

Teacher

Enclosure: Community Resource Evaluation

COMMUNITY RESOURCE EVALUATION

Name of Resource Person_____

Name of Business_____

Name of Student(s)_____

Date of visit_____

	Circle Answer	
1. Was the student prepared for this experience? (such as research before visit, good questions asked, etc.)	Yes	No
2. Was the student:		
Prompt	Yes	No
Courteous	Yes	No
Tackful	Yes	No
A good listener/observer	Yes	No
Appropriate in appearance	Yes	No

3. How could this experience have been improved? List your suggestions for improvement or any problems you encountered.

4. Would you be willing to have another student shadow/interview you?

Please complete this form and return with the student or mail to:

Teacher's Name:

Robin Mickle Junior High
67th & Walker
Lincoln, NE 68507

STUDENT EVALUATION OF SHADOWING EXPERIENCE

STUDENT: _____

NAME OF PERSON SHADOWED: _____

PROFESSION: _____

1. What reading did you do to prepare for your "shadowing" experience?

2. What do you know about yourself (talents, abilities, likes, dislikes, etc.) that led you to choose this profession for a "shadowing?"

3. What did you find out about this profession that was different from what your expected?

4. What do you see as the advantages of this profession? Disadvantages?

5. Are you still interested in pursuing this profession as a career? Why or why not?

6. Would you recommend this "shadowing" experience for other students interested in this profession? Why or why not?

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SELF-AWARENESS TEACHER RESOURCES

SELF-AWARENESS--a difficult task! Teachers need to find out about themselves and then help students become aware of their individual interests, attitudes, values, aptitudes.

SOME HELPS FOR TEACHERS:

T.A. Workshops have developed many aids which teachers can obtain copies of by contacting schools which have the TA kits--East Junior High and Goodrich Junior High.

MASTER BIBLIOGRAPHY FROM T.A. WORKSHOP (Summer 1974)

This list is five pages of materials suggested for teacher use in the area of valuing. Books--practical ideas as well as theory; articles; games for students; pamphlets.

BENNETT MARTIN BIBLIOGRAPHY

Books available at Public Library divided into the following areas:

- Advising Hints
- Values
- Self Awareness
- Communication Skills
- Interpersonal Relations
- Games
- Careers

Films available at Bennett Martin of possible interest to T.A.'s

T.A. (Teacher-Advisory) ACTIVITIES PRINTED ON SHEETS FOR USE WITH STUDENT---FILED IN T . SCHOOLS IN THE FOLLOWING CATEGORIES:

Values	Oral and Written activities
Getting Acquainted	" " "
Self Awareness	" " "
Games	
Career Exploration	
Communication	
Advising Techniques	

— How Do Others See You?

I. How would you distinguish between "personality" as it is described in your textbook and most people's view of personality as "personableness?"

II. Each of us has several traits by which we are known or identified.

A. Have a close friend list five traits that he or she believes you exhibit, have one of your parents do so and then you do so.

Friend	*Parent*	*You*
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

B. Review these lists.

1. In what ways was your thinking about your personality traits different from your friends?

2. How did your list differ from your parent's?

3. Did your friend's list differ from your parent's?

4. Were you surprised by any of the traits cited by your parent or friend?

5. Review the list and choose five of the traits cited. Describe how you behave or act to demonstrate that trait of your personality.

SELF EVALUATION: ANALYSIS

HOW DO YOU REACT TO.....

...UNFAIR CRITICISM? _____

...HELPFUL CRITICISM? _____

...SUGGESTIONS? _____

...ORDERS? _____

...REQUESTS? _____

...VERBAL DIRECTIONS? _____

...WRITTEN DIRECTIONS? _____

...DEMANDS? _____

...PRESSURE? _____

CAN YOU BE DEPENDED ON TO TRY YOUR BEST TO GET A JOB DONE ON TIME? _____

IF YOU CAN'T GET A JOB DONE, ARE YOU ABLE TO EXPLAIN WHY? _____

_____

HOW IS YOUR ATTENDANCE AT SCHOOL? _____

ARE YOU USUALLY ON TIME? _____

HOW WOULD YOU RATE YOURSELF AS AN EMPLOYEE?

EXCELLENT_____ GOOD_____ O.K._____ POOR_____ AWFUL_____

WHAT WOULD YOU DO IF....YOU WERE A WORKER AND YOUR BOSS ASKED YOU TO DO A JOB OVER AGAIN BECAUSE YOU DID IT WRONG (AND YOU KNEW YOU DID IT WRONG)? _____

_____

(AND YOU DIDN'T THINK YOU DID IT WRONG)?

_____

WHAT WOULD YOU DO IF YOUR SUPERVISOR BAWLED YOU OUT BECAUSE HE OR SHE WAS MAD AT THE WORLD THAT DAY? _____

_____

_____

SELF EVALUATION: ANALYSIS (continued)

WHAT WOULD YOU DO IF.....

...YOUR BOSS ASKED YOU TO DO AN EASIER JOB THAN YOU WERE HIRED TO DO? _____

_____

...YOUR BOSS PROMOTED A FELLOW WORKER WHO DIDN'T GET AS MUCH WORK DONE AS YOU?

_____

...YOUR BOSS ASKED YOU FOR A DATE? _____

_____

...YOUR PAY CHECK WAS WRONG? _____

_____

...YOU COULD SEE A BETTER WAY TO DO YOUR JOB? _____

_____

...YOU SUGGESTED A BETTER WAY TO DO THE JOB BUT THE BOSS STILL WANTED IT DONE HIS OR HER WAY? _____

_____

...YOUR BOSS TOOK CREDIT FOR AN IDEA THAT WAS YOURS _____

_____

...YOU KNEW A FELLOW WORKER WAS STEALING FROM THE COMPANY? _____

_____

...YOU KNEW YOUR BOSS WAS STEALING FROM THE COMPANY? _____

_____

IF YOU WERE THE BOSS, WHAT QUALITIES WOULD YOU WANT YOUR EMPLOYEES TO HAVE?

_____

_____

_____

_____

SELF-EVALUATION PERSONALITY QUESTIONNAIRE

Have you ever wondered what kind of person you really are and wished that your personality could be measured as easily as your shoes or your knowledge of history? This questionnaire below is designed to help you appraise yourself. Of course, no personality test can accurately gauge personality, but questions here will give you a good idea as to your general rating. Answer them thoughtfully and fairly. Be neither too modest nor too confident of your good points. Do not answer "yes" or "no" but apply the rating score below, for that will indicate the degree to which you possess certain characteristics.

3 - Strong (excellent)
2 - Average (about like other people)
1 - Weak (danger zone)
0 - Very poor (in fact, a total loss)

Your score is your private property, for your use and information only, so go into a confidential huddle with yourself and answer the questions.

_____ 1. Do you find it easy to like nearly everybody?
_____ 2. Can you keep your temper and give away your smile?
_____ 3. Can you force yourself to be pleasant to others, even when you are all out of sorts inside?
_____ 4. Are you as good a friend as you expect others to be?
_____ 5. Are you satisfied with your table manners?
_____ 6. Can you disagree without being disagreeable?
_____ 7. Can you express appreciation for gifts and favors in a gracious and easy manner?
_____ 8. Can you be a leader without being boss?
_____ 9. Can you take a dose of good-natured teasing as well as give it?
_____ 10. Do you have the habit of finishing whatever you start?
_____ 11. Can you be alone without being blue?
_____ 12. Are you neat and well-groomed in your appearance?
_____ 13. Is it easy for you to admit that you have made a mistake?
_____ 14. Are you a good listener?
_____ 15. Can you take praise, popularity, or good fortune without having it go to your head?
_____ 16. Are you neat and orderly in your own room?
_____ 17. Do you keep your promises?
_____ 18. Do you introduce people easily and correctly?
_____ 19. Are you tactful and really considerate of the feelings of others?
_____ 20. Are you a good sport, both when you are winning and when you are losing?
_____ 21. When you borrow things, do you take good care of them and return them promptly?
_____ 22. Do you avoid feeling sorry for yourself and saying such things as "this would happen to me?"
_____ 23. Can you think for yourself, rather than be easily influenced?
_____ 24. Can you work harmoniously with others even those whom you dislike?
_____ 25. Do you respect the opinions and wishes of your parents?
_____ 26. When you are in a group, do you include everyone in your conversation rather than concentrate on one or two?

_____ 27. Do you have a good sense of humor, the kind that makes you enjoy a joke even when it is on you?
_____ 28. Can you speak before a group without embarrassment and self-consciousness?
_____ 29. Are you happy and really free from envy when a friend or acquaintance has a stroke of good luck?
_____ 30. Have you a right to be proud of your posture?
_____ 31. Do you try as hard to make a hit with your family as you do with your friends?
_____ 32. Are you willing to listen to advice as well as to give it?
_____ 33. Can you adapt yourself easily to those who are younger or older than you or whose opinions or backgrounds are very different from yours?
_____ 34. Are you a good conversationalist?
_____ 35. Do you refuse to indulge in pouting and sulking when things don't go just as you would like them to go?
_____ 36. Are you as courtesy-conscious on a busy shopping trip as you are at a party?
_____ 37. Do you find it easy to make new friends?
_____ 38. Do you keep the same friends for many years?
_____ 39. Is your speech grammatically correct?
_____ 40. Do you actively help new students to feel at home?
_____ 41. Can you take criticism without resenting it?
_____ 42. Are you at ease with the opposite sex?
_____ 43. Do you avoid alibis and blaming others?

Perfect score	129
129-119	TOO good to be true
119-109	Far above average
109-89	You haven't much to worry about.
Below 89.	

INTEREST INDICATOR

Underline the answer you prefer.

1. Do you prefer to work with people or with things?
2. Do you prefer indoor work or outdoor work?
3. Do you prefer mental activity or physical activity?
4. Do you like routine work, or do you prefer variety?
5. Do you prefer to be the leader, or do you prefer letting someone else take the lead?
6. Do you meet people easily, or are you timid and retiring?
7. Do you like to create things, or do you prefer to work according to a set plan?
8. Do you prefer system or irregularity in your work?
9. Can you concentrate for long periods of time, or do you soon become restless?
10. Are you tactful, or do you sometimes speak too frankly?
11. Do you work well with others, or do you prefer to work alone?
12. Do you stick to a task, or are you easily discouraged?
13. Do you have a great deal of physical endurance, or do you tire easily?

REVIEW YOURSELF IN YOUR OWN MIND. WHAT TYPES OF WORK FIT YOUR INTERESTS?

DEFINE ABILITY
DEFINE INTEREST

INTERESTS:

Some people have abilities in some areas in which they do not wish to work.
Some people wish to work in areas in which they do not have abilities.
Real success, satisfaction and happiness require both ability and interests.

MY INTERESTS:

How well do I like:	Very Much	Some	Very Little	No Way To Know
Science				
Mathematics				
Music				
Serving People				
Persuading People				
Planning and Organizing				
Art				
Writing				
Speaking				
Physical Activity				
Mechanical Work				
Office Jobs				
Manual Labor				
Selling Things				
Literature (Reading)				
Outdoor Activities				

How well have I done in:	Very Well	Well	Fair	No Experience
English & Language				
Social Studies				
Science				
Mathematics				
Music				
Sports				
Student Government				
Art				
Literature				
Indian Arts				

ABILITIES:

Abilities are not the same as interests. Your interests indicate what you like to do--your abilities show what you can do successfully. Even though you have an interest in some kind of work you might not have the ability to do it. You can find your abilities by looking at your school record, and at your outside of school activities such as sports, hobbies, clubs.

A CHART FOR LOOKING AT YOUR SKILLS AND ABILITIES FOR WORK

Do not answer "yes" or "no" but instead use the 1-2-3 rating scale shown at the end of the chart. Only you can answer and rate these.

_____ARTISTIC ABILITY:	Skill in drawing, painting, or making displays.
_____CLERICAL ABILITY:	Ability to keep neat and correct records and to sort and file reports and other information.
_____SCIENTIFIC ABILITY:	Deals with the ability to solve problems: Some skills needed are--accuracy or correctness, sticking to something until it is done, the ability to study results of experiments and to draw conclusions.
_____MANUAL ABILITY:	Skill in working with your hands and using tools.
_____MATHEMATICAL ABILITY:	Ability to work with numbers -- solve math problems quickly and correctly.
_____MECHANICAL ABILITY:	Ability to put together, repair, operate, mechanical equipment such as machines.
_____VERBAL SKILLS:	Ability to speak or write clearly and understandably.
_____ABILITY TO HELP OTHERS:	Skill in working with children or adults who are ill or who need some type of special help such as blind or deaf people.
_____MUSICAL ABILITY:	Ability to sing or to play a musical instrument.
_____PHYSICAL HEALTH:	Able to work for long periods of time, either out-of-doors or in-doors.
_____SOCIABILITY:	Ability to meet and talk to all kinds of persons with ease.
_____SCHOLASTIC ABILITY:	Ability to read, study, and learn from school work. Ability to pass tests.
_____JUDGEMENT:	Ability to look at all sides of a problem or issue and to make wise decisions. Common sense.

RATING SCALE: 3- high ability or skill 2- average 1- low

This chart can be helpful knowing yourself so that you can fit into the right job. Don't plan to be an auto mechanic if you don't have manual and mechanical ability or don't choose to become a secretary if you don't have clerical ability or if you only type fifteen words a minute.

PHYSICAL CHARACTERISTICS

ALL ABOUT ME

1. In the first column list the following facts about the way you look -- your physical characteristics.

2. In column two list what you wish the facts were if you could choose or change yourself.

3. Now in column one cross out the facts you cannot change. What is left? How willing are you to do something about them?

	Column I	Column II
Height		
Weight		
Hair Color		
Hair Type (curly, straight, etc.)		
Figure Type (fat, thin, medium tall, short, etc.)		
Complexion Coloring (pale, dark skinned, red-cheeks, etc.)		

4. Are there any ways in which you can improve your appearance if you want to?

5. If you drew a picture of yourself what would you make the most of as your best feature?....as your poorest feature?

THE JOB-ORIENTATION SELF-AWARENESS INVENTORY

All jobs have both pleasant and unpleasant aspects. Only you can decide which unpleasant aspects you are willing to tolerate in order to enjoy the pleasant ones.

The purpose of this inventory is to make you think about some aspects of being employed that you might not have considered before.

Answer each question with a "yes", a "no" or a "maybe" and be sure to write on each line. Remember that there aren't any right or wrong answers - only your answers.

1. Do you like to work with
   _____ideas
   _____animals
   _____plants
   _____things
   _____people
   _____numbers
   _____machines

2. Do you like to
   _____work outdoors
   _____work inside
   _____move around a lot
   _____stay in one place
   _____talk to other people
   _____listen to other people
   _____touch other people
   _____make new things
   _____fix broken things
   _____work with very small objects
   _____drive a car

3. If it meant you could earn a lot of money, would you be willing to
   _____work 10 or 12 hours a day
   _____get up at 4 a.m. and work 10 or 12 hours a day
   _____work in the evenings or on the night shift
   _____work on weekends if necessary
   _____travel and be away from home a lot
   _____get a college degree
   _____after college, go to a professional school like medical or law school

4. Are you physically able to
   _____bend, stoop and reach
   _____lift and carry a 50 pound sack
   _____climb a ladder
   _____use hand tools or a typewriter
   _____walk and stand on your feet for hours at a time
   _____hear what other people are saying
   _____use your eyes on close work for hours at a time
   _____see with 20-40 vision or better
   _____see different colors
   _____tolerate a lot of noise
   _____tolerate unpleasant odors
   _____work at a job that requires a lot of physical endurance

5. Could you
_____sit in one place for hours at a time
_____work alone
_____work with other people
_____converse pleasantly regardless of how you feel
_____be pleasant to someone who is nasty to you
_____do the same thing over and over without losing your efficiency
_____do many different things in the same day
_____tell other people what to do and be responsible for seeing that they do it

6. Can you
_____persuade other people to do what you want them to do
_____keep accurate records
_____follow written directions
_____follow oral directions
_____do a job somebody else's way even though you feel your way is better
_____get your work done even if the boss is away
_____plan your own work and follow your plan
_____leave your personal problems at home

7. Are you willing to
_____be well groomed and look neat while you are working
_____be on time for work and regular in your attendance on the job
_____get your hands and clothing dirty
_____wear a uniform
_____join a union
_____work without pay while you are learning the skills of a job
_____work at a job that is dangerous

8. Are you the kind of person who can
_____remain calm in an emergency
_____work with people who are sick or injured
_____work with people who are in trouble and need your help
_____make decisions and accept the blame if they are wrong
_____give orders in such a way that other people will follow them
_____think up new ideas and new ways of doing things
_____keep doing the same old thing and do it well
_____meet deadlines and have work ready when it is due

9. Could you work efficiently if
_____you were in an open place high above the ground
_____you were in a small closed-in confined place
_____there was a lot of noise around you
_____there was an unpleasant odor
_____it was usually hot
_____it was usually cold
_____you had to work outside in the rain and snow
_____you had to work under pressure

No one could honestly answer yes to all the questions; nor should they have answered with all no's. How many did you answer yes to?_____ How many no's did you have?_____

The more yes answers you have.....and the fewer no's, the greater the choice you'll have in selecting a career.

Use: Pretest/Post Test for students starting career education units; or as a basis for group discussions about various views of career education and relationship of school to world of work.

Purpose: Survey of student attitudes; motivator for discussions.

STUDENT OPINION SURVEY

Please indicate whether you Agree, Disagree, or Have No Opinion on the following statements.

	Agree	Have No Opinion	Disagree
1. Choosing a career is more important than learning how to make a choice.			
2. Work and education are related.			
3. What I wish to be should influence my choice of classes in high school.			
4. Decisions I make today have little influence on my future.			
5. Reading and writing are important to me because I need them to communicate.			
6. Schools offer training in skills needed to enter the world of work.			

Use: Sample of a form which could be used in situations where many teachers are carrying out a career education program for the same students. This record would be used by teachers conferencing students or otherwise deciding completion of task and it would follow the student. Teacher or Counselor--or perhaps sometimes the Parent--signs the blank and dates the record when an item is completed. Each team of teachers would set standards of how many awareness exercises are required before the student qualifies for an observation out in the community. The form would be best used as a basic idea and drawn from for teams to develop their own form which fits their needs.

Purpose: To provide a check list to keep a record of student's preparation and readiness for a field experience; to keep the components visible which combine to make an effective, comprehensive Career Education program for each student.

Career Education Student Record For _____

Teacher or Team_____ Grade_____ Date_____

_____Test results discussed with student (date)

_____Achievement test _____ _____(other test) _____

_____Interest survey _____

Below: Student conferences to tell answers or student may write in blanks to be checked (signed) by teacher as successfully completed.

_____List 3 interests in order of preference (eg. cars, music, history) 1. ___

_____ 2. _____ 3. _____

_____List 3 good qualities about self: 1. _____

2. _____ 3. _____

_____List 3 activities enjoyed by student: 1. _____

2. _____ 3. _____

_____Student complete _____ activity(s) to help him/her know self.
(number of)

_____List 3 abilities of student which might help him find an occupational interest: 1. _____ 2. _____

_____ 3. _____

_____List 1 dislike or weakness student should consider in choosing an occupation to study: 1. _____

_____Student rates his work habits in school at an early date and again after career experiences. Teacher also rates student's work habits--conferencing with student on the ratings each gave. At post-career rating, another conference is held noting changes and reasons for change.

_____Student daily work habits evaluated by student and by teacher (scale: 1-excels; 5-poor).

	Pre-survey date _____		Post-survey date _____		
	Student	Teacher	Student	Teacher	Ratings
Punctuality	_____	_____	_____	_____	
Work quality	_____	_____	_____	_____	
Work routine	_____	_____	_____	_____	
Willingness to bring material to class	_____	_____	_____	_____	
Willingness to perform required tasks	_____	_____	_____	_____	

_____List 15 occupations; decide if they mainly deal with People...Ideas...Things.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

11. _____ 12. _____ 13. _____ 14. _____ 15. _____

_____List 2 sources (such as Trade Magazines, speaker, filmstrips) used to find out about 2 different occupations (jobs) which student chose to study because of his/her interests.

Occupations	Sources Used for Research
1. _____	1. _____ 2. _____
2. _____	1. _____ 2. _____

Date of experience	Date of debriefing and type of follow-up used
_____Interview of a worker	_____
_____Shadow observation	_____

MICKEL JUNIOR HIGH STUDENT QUESTIONNAIRE

NAME:_____ Address:_____ Phone:_____
Last First

YOUR FUTURE CAREER

1. Name three jobs you would enjoy: 1._____ 2._____ 3._____

2. Name three jobs you would dislike: 1._____ 2._____ 3._____

Please circle Yes or No for the following:

1. I like to work with people (clerk in a store, construction worker, factory) Yes No

2. I like to work with things such as repairing radios, TV, cars. Yes No

3. I like to work with data (figures) as an accountant, bookkeeper, newspaper office. Yes No

4. I prefer to work in a group. Yes No

5. I prefer to work by myself. Yes No

6. I would like to be my own boss. Yes No

7. I need someone to supervise me. Yes No

8. I like to make my own decisions. Yes No

9. I prefer to have someone else make decisions for me. Yes No

10. I want to have a job that will earn me a lot of money. Yes No

11. I would rather like my job and earn less money. Yes No

12. It is important to me to earn the respect of others because I do a good job. Yes No

13. I want to have a personal satisfaction in whatever job I do. Yes No

14. I prefer to have a job outdoors. Yes No

15. I want to work indoors. Yes No

I have had a job as: a baby sitter; cutting grass; shoveling snow; paper boy;

Others:

I now have a job as:

I would like to have a job in Junior High. Yes No

I want to wait until I am in High School and 16 years of age before I apply for a job. Yes No

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STEPS IN USE OF RESOURCE SPEAKERS IN THE CLASSROOM

A Check-list for teachers:

1. Determine student interest in having a resource person in a specific occupation visit the class.

2. Check the catalog for desired speaker; list information as shown on page I-5 before dialing.

3. Call 475-7478 with the information about the desired experience.

4. See checklist for preparing the speaker on pages I-1 and I-2; be prepared to give background information to the resource person when calling to request a classroom visit.

5. Send a letter at least 4 days before the speaker is due in which you remind him/her of the specifics of time, place, etc. Again review what the speaker can expect by way of student background, preparation, interest. Suggest materials to bring and topics to discuss. See example of such a letter on the next page.

6. Prepare students: information about the resource person, about the occupation, prepare questions they wish to have answered, inform students of the evaluation (follow-up) which they will be expected to do after the experience as a means of focusing their attention on specific outcomes.

7. Courtesy: arrange for student(s) to meet the speaker, conduct him/her to the classroom, introduce the speaker, prepare speaker for the time block to be filled so the dismissal bell does not interrupt his main speech.

8. Students write individual thank you notes or a class composed letter to the speaker as a thank you.

9. See follow-up activities suggested in this section.

10. Plan for next experience--more in-depth in this area or move on to another.

Use: Example of a letter to send to a resource speaker after the initial telephone contact has been made.

Purpose: Reminding the speaker of the time, place, etc. and giving some specific suggestions for topics to explain and media to use.

Date

Dear _____,

Referring to our arrangements made by telephone, we will expect you at _____School on _____(date), at 9:00-10:00 (hour) in room #_____. Thank you so much for agreeing to come.

This 8th grade class of 31 students is studying _____. Class interest led us to pursue this by requesting more information in your field of work.

Below are listed some areas which you might explain in your talk to the class.

1. Title of your job (you could ask students "What do you think I do in my job?")
2. Duties
3. Training or preparation required--how and where to get training
4. Approximate starting salary - salary after ten years (average)
5. Have you been doing this same type of work all of your working life?
6. Demand for such a job; supply of workers available
7. Physical characteristics needed
8. Social characteristics needed
9. Do you work alone or with others?
10. Do you need to get along and cooperate with other workers?
11. What school courses helped a great deal in preparing you for this work?
12. Do you like this job?
13. What are the good and bad points about it?
14. What advice do you have for people entering your field?
15. Leave plenty of time for questions.

If it is possible for you to bring slides, posters, tools, uniforms or clothes needed for your work, printed materials for the students or any other materials to show, we would be most pleased. We have a slide projector and film equipment available. If you will need any special equipment, please call #_____ our school office, and leave word with the secretary of your requests.

Thank you for consenting to spend this hour from 9:00-10:00 with our class.

Sincerely yours,

_____
Teacher

Use: Questions to ask a Resource Speaker.

Purpose: Focus attention on the relevance of school taught skills and the world of work.

QUESTIONNAIRE

Interviewee (worker) _____

Interviewer (student or class) _____

1. What skills did you acquire in school which helped you most to support yourself? _____

_____

2. Are the social skills--such as getting along with other people--things that school helped you learn? _____

3. What skills did you acquire in school that were less important to you? ___

_____

_____

4. If you were age 14 again with the opportunity to go through high school, what would you want the school to stress? _____

_____

_____

5. What skills do people need to be considered employable? _____

_____

_____

_____

6. For what reasons are job applicants turned down? _____

_____

_____

_____

STEPS IN PLANNING AND COMPLETING A FIELD TRIP EXPERIENCE

A Check-list for teachers; starred (*) items call attention to important points often overlooked.

A. Teacher-Pupil Planning

1. Plan type of trip
2. Are students interested in going on field trips?
*3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for making trip:

   a. Develop awareness of different workers
   b. To observe working conditions
   c. Awareness of interdependence of workers
   d. Other _____

B. Teacher Preparation

1. Call Community Resource #475-7478 with information from guide
2. Permission from principal
3. Plans for transportation--Bus date (call _____) or arrange for parents to drive
4. Student permission slips
5. Contact business

   a. Permission to come and definite date, time, and length of visit
   *b. Provide information for business place being toured

      1) Number of students
      2) Age, grade level, etc.
      3) Background preparation of students--student interest motivating this trip
      4) Questions students might ask
      5) Safety measures to be observed

   c. Secure any information or materials from business for students to review before going on trip
   d. For occupational field trips where a question and answer session is desired following the tour, ask the business ahead of time if this is possible. See page I-2.

C. Pupil Preparation

1. <u>Watch for</u>:

   a. Working conditions
   b. Duties of workers
   c. Clothes they wear - appropriate
   d. Number of workers
   e. Safety
   f. Do workers enjoy the kind of work they are doing
   g. Individual student's interests tied to this work -- hobbies, parent's work, abilities, etc.

2. <u>Special instructions</u>

   a. Appropriate clothing
   b. Conduct on tour

c. Safety practices
d. Courtesy throughout tour
e. Departure time
f. Time of return
g. Questions to ask -- where, of whom

D. Follow-Up

*1. Write individual thank you notes
2. Did you enjoy the trip?
3. Would you recommend the trip for others? Why? Why not?
4. Were all questions answered?
5. Did you observe any kind of work you would enjoy doing?
6. What did you learn on this trip that you didn't learn in the classroom?
7. How does school work prepare these workers?
8. Are there any other observations you would like to make?

E. Teacher Follow-up

1. Write and mail thank you note
2. What next? Individual studends who desire in-depth in this work observe further
3. Plan additional follow-up for interested students

IDEAS FOR TEACHERS IN PREPARING STUDENTS FOR INTERVIEWING

A Check-list for teachers:

Interviews may be by telephone, by personal contact in the place of business or in the home if a neighbor or relative is interviewed. ALL types should have the same careful preparation:

1. Contact the worker (by telephone) to explain the purpose of the interview and request a time to come (or call back) and conduct the interview. If student wants to tape record the interview, ask permission of interviewee.

2. Conduct the interview using prepared questions based on individual student interest plus research of the occupation.

3. Follow-up with a written or oral debriefing--some method of aiding the student to synthesize the experience.

4. Thank you expressed to the worker interviewed and any other community persons involved, usually by note.

All four of the steps outlined above need to be explained, practiced, motivated for students. Some suggested activities follow.

TEACH TELEPHONE TECHNIQUES AND COURTESY - - - ROLE PLAY A PHONE CALL

Stage an office setting with players such as secretaries, switchboard operator, other office workers and people coming in and out on business. This will make the role-play more life-like and help students understand the need for PURPOSEFUL: WELL-PLANNED-BRIEF but COURTEOUS messages to busy people.

POINTERS:
1. Greet the answerer pleasantly
2. Be polite
3. State name and reason for call clearly -- not too LOUD or too SOFT (practice pitch of voice as many phone voices are overloud or mumbled.)
4. Take time to be careful--(when calling, say name and address or phone number slowly and distinctly--when answering and taking a message, repeat name(s) and number(s).
5. Apologize if you have kept someone waiting (to return their call or for other reasons).
6. Say a pleasant good-by---the one making the call should hang up first--quietly.

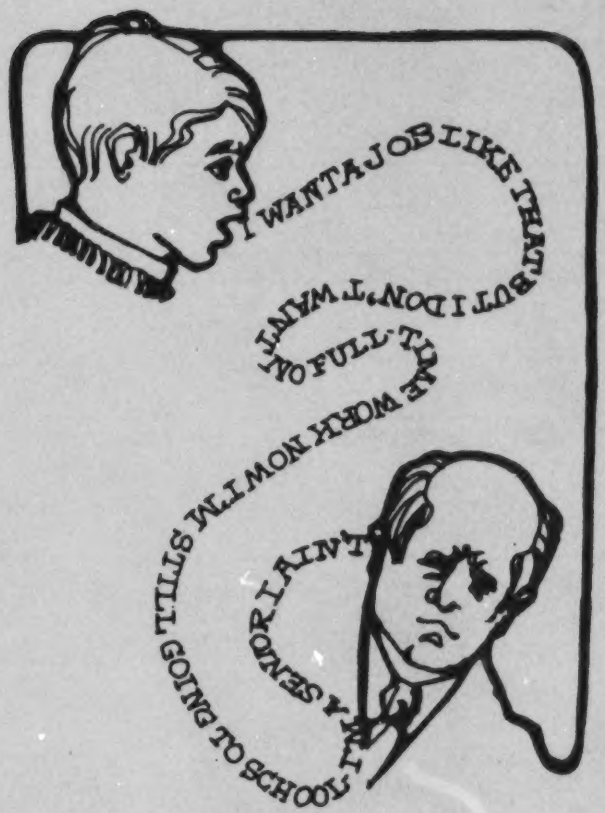
PREPARATION FOR INTERVIEWING ROLE PLAY

Teacher:
1. Set a specific background telling what person is being interviewed--his line of work, place where interview is held, others around.
2. Describe the student interviewer in terms of his/her motivation for conducting the interview--background of preparation. IF THERE IS NO PREPARATION THE ROLE PLAY COULD BE USED TO POINT UP THE TIME-WASTING ASPECT FOR THE WORKER BEING INTERVIEWED AND THE EMBARRASSMENT FOR THE STUDENT WHO IS NOT PREPARED.

Starting: Follow all the steps such as role-playing the telephone call as the student contacts the worker asking for a time and place; the student should tell who he is and why he wants to interview the worker. Follow the call with the preparation of questions (talks to teacher, friends, etc.) and then the interview staged at the place of business.

Stop the role-play for discussion at various points if desired but usually it's best to complete the role-play, have the class critique it, class makes suggestions and continue with another example.

PETE TALKS HIMSELF OUT OF A JOB



Pete stood outside the door of the State Employment Service office. He had seen an ad in the newspaper for a part-time stock clerk to work after school. Pete wanted the job, but he was scared. Would he get the job? He opened the door and went in.

After Pete filled out a job application, he waited until his name was called by one of the interviewers. He felt nervous as he walked over to the chair by the interviewer's desk.

Interviewer: Good afternoon, Peter. Won't you sit down?

Peter: Yes, thank you. (1)

Interviewer: You're here about a part-time stock clerk's job, aren't you?

Peter: Yes, I seen that ad you had in the newspaper. (2)

Interviewer: Are you interested in department store work? This job in the ad is a training position for someone who can work full-time later and grow into other jobs.

Peter: Yes, I want a job like that. (3) But I don't want no full-time work now. (4) I'm still going to school – I'm a senior. (5)

Interviewer: Could you begin to work full-time next summer after you graduate from high school?

Peter: Yes, I don't want to waste no time after I graduate. (6)

Interviewer: I see. How much an hour do you expect to earn?

Peter: I ain't sure. (7)

Interviewer: Well, we don't have anything for you right now, Peter. But if we do, we will get in touch with you.

Peter: Thank you. I'm glad I seen you. (8)

Interviewer: Good-bye, Peter.

Why Pete Failed

Why didn't Pete get the job? He was willing to work hard. But the A.B.C. Company was looking for someone they could promote to a better job. The company wanted a person who could speak English the right way.

Each sentence Pete spoke has a number after it. Some of these sentences are correct; some contain mistakes. Correct each of Pete's sentences that has a mistake. If the sentence is correct, then leave the line blank.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Use: Teacher could make a transparency of this list.

Purpose: Teach interviewing techniques, discussion starter to clarify points for students.

Some DO'S FOR SUCCESSFUL INTERVIEWING

ACT NATURAL--BE YOURSELF
BE POSITIVE ABOUT YOURSELF
BE RELAXED

BE PROMPT: NEAT AND COURTEOUS
DRESS APPROPRIATELY

BE PREPARED--ASK RELEVANT QUESTIONS
ALLOW EMPLOYER/WORKER TO EXPRESS HIMSELF
LISTEN WELL

MAKE YOURSELF UNDERSTOOD--SPEAK CLEARLY
BE TACTFUL ABOUT SALARY AND OTHER PERSONAL QUESTIONS--
PLAN HOW TO ASK QUESTIONS THAT MAY PROVE DIFFICULT
LEAVE THE QUESTION UNANSWERED IF WORKER SEEMS EMBARRASSED

KNOW WHEN TO END THE INTERVIEW
EVALUATE OBJECTIVELY

WHAT IS A SHADOW?

A shadow experience is a student observation of a worker based on the student's individual interest and following research into the occupation involved.

THE SHADOW IS:

RECORDING
mentally... in
writing...
taping

SILENT

ACTIVELY
OBSERVING

COURTEOUS

Noting questions to
ask LATER

unobtrusive

Interviewing with <u>prepared</u>
questions at the end of the
shadow observation

ALWAYS followed by a personal thank-you note to the worker shadowed.

SHADOWING EXPERIENCES

A Check-list for teachers:

When PLANNING a shadow...when CONDUCTING a shadow...Teachers and Students should use EMPATHY!!!

1. How would I feel if someone followed me around for three hours?

2. What things...what behaviors...what questions (or lack of questions) would I want from my shadow?

3. What BENEFITS or ADVANTAGES are there for the worker in this experience? Can I think of two...or three...or more specific outcomes that will benefit the businessman/worker to explain why he would give his time and effort to this experience which I requested? (Examples: He enjoys sharing information about his job--it builds his own self-concept; he sees me as a potential employee/trainee/consumer for his goods or services---other?)

FORESIGHT!!! (for teachers)

1. How will this observation benefit the student?

2. Can this be used as a motivation to improve his efficiency in math?, in reading?, in writing?, in science?, in WORK HABITS such as study skills... completion of work...responsibility of setting and carrying through an assignment?

3. Will this student behave in a manner which reflects well on the school and our preparing him to use his time and the time of the worker well?

4. Has he done sufficient preparatory work...had previous, less in-depth experiences such as interviews, reading-research, etc. in his area?

5. Will this student waste the time (and patience) of the resource thus exhausting this resource so others cannot use it?

(for students)

1. Do I know exactly why I want to go on this shadow? Is it a valid reason (not to go with my friends or to get out of school)?

2. Have I enough information about this type of work to:

   a. Ask intelligent questions?
   b. Observe what is happening with some understanding?
   c. See how this fits ME?--my interests, my abilities, my future plans and capabilities?

Use: Students' recording form to be completed after interview or other field experience.

Purpose: For help in preparing questions; for summarizing; for evaluating/ follow-up purposes.

QUESTIONNAIRE

Student's Name_____

It is preferred not to carry this form with you on your interview. Make notes and transfer the information to this questionnaire later.

Business _____ Occupation _____

Person Interviewed _____

1. What are the major duties and responsibilities of this occupation?

_____

_____

_____

_____

2. Does this occupation require chiefly mental or physical effort? _____

_____

3. Is it inside work, outside work or both? _____

4. What skills are required for entering employment in this occupation? _____

_____

_____

5. What education is necessary for entering this occupation? _____

_____

6. What tools and equipment are used in this occupation? _____

_____

7. Are the working conditions clean or dirty? _____

8. Will you be able to live at home, or will you travel a lot? _____

_____

9. How much of an investment, if any, is required to enter? _____

_____

10. What will the beginning salary be? _____

QUESTIONNAIRE (con't)

11. What is the opportunity for advancement? _____

_____

12. What are the fringe benefits offered? _____

_____

_____

13. How many hours per week will you spend on the job? _____

14. How many hours per week (approx.) will you need to spend on your own time off the job, with related tasks? _____

15. Is there a provision for overtime hours? _____

16. Is there any chance to be laid off the job? _____

_____

17. Are there any part-time jobs available for students before high school graduation? _____

18. Does this occupation require any special permits or licenses in order to work? _____

19. Does this occupation require belonging to a union? _____

20. What do you like about this occupation? _____

_____

_____

21. What do you dislike about this occupation? _____

_____

22. Briefly, what is your attitude about this occupation? _____

_____

_____

_____

111

Use: Students complete the contract; teacher(s) react to information given and student goals; contract is finalized when both student and teacher(s) have signed it. The forms which follow (page 43) could be substituted for this contract or used as a student work sheet to be completed as part of the preparation required in the contract. Student earns privilege of a solo field observation upon completion of contract.

Follow-up after completion of the contract: teacher-student conference or student sharing information with the class--bulletin board display, tape of interview in listening center, oral report, etc.

Purpose: To protect the community resource from overuse/misuse by students attempting an in-depth experience such as shadowing without being prepared. To provide clear goals for the student; to help him develop awareness of self and relate it to careers, to aid students in qualifying for an in-depth observation or exploratory experience out in the community's world of work.

STUDENT APPLICATION FOR A CAREER EDUCATION CONTRACT

I, _____ hereby apply for admission
(Full Name of Student)
into the Career Education Project for advanced work in observing the World of Work. I agree to meet the required qualifications before going into the community for observation. I understand the need for protecting the business man's time from visitors who have no background of information before the visit.

The occupation I have selected is:

_____
Type of business (in general; such as veterinarian, factory work, etc.)

_____
Name of specific business, if known, and address

_____
My reason(s) for selecting this type of work

_____

_____

Background Information

My interests, hobbies, special aptitudes which lead me to choose this type of work for further research _____

_____

Abilities I have which apply to this line of work determined through testing, teacher or parent evaluation or self-evaluation; courses taken; grades; etc.

_____

_____

I will discover as much as I can about this area of work before going for and observation by doing the following:

(List what sources you plan to use for research--interviews of parents, relatives, friends/reading of what specific materials/ any audio-visuals you know about to use/etc.)

_____

_____

_____

I need the teacher's help in finding resources for research. (List specific kinds of material you want to find if you can. _____

_____

_____ 113 _____
Teacher's Signature Student's Signature

Use: As an alternative to the contract (page 45) or as a support to the contract section directing the student to do research in a specific occupation.

Purpose: Aid to student in directing his attention to various types of information desirable in researching an occupation. Organizing instrument for preparing a report. The questions which the student is unable to answer from resource material could be used for interviewing of workers.

CAREER QUESTIONNAIRE

Date _____ Name _____

Reference Sources: School Media and Public Library; Trade Magazines; Vertical File; Occupational Outlook Handbook of Nebraska and of U.S.A.; filmstrips; tapes.

NAME OF CAREER YOU ARE EXPLORING (eg. Registered Nurse) _____

WHAT TYPE EDUCATION IS NECESSARY FOR THIS CAREER? _____
Apprenticeship-Technical Institute-Trade School-Community College-College or University

WHERE CAN YOU GET THIS TRAINING LOCALLY? _____

WHAT IS THE LENGTH OF TIME REQUIRED FOR THIS TRAINING? _____

WHAT COURSES CAN YOU TAKE IN HIGH SCHOOL TO HELP PREPARE FOR THIS CAREER? ____

_____

WHAT IS THE EMPLOYMENT OUTLOOK? (Look in the Occupational Outlook Handbook, and State Occupational Guides) Check one of the following:
POOR _____ FAIR _____ GOOD _____ EXCELLENT _____

DESCRIBE A LITTLE ABOUT THE WORKING CONDITIONS: _____

_____

WHAT SALARY CAN YOU EXPECT TO START? _____ AFTER 5 YEARS? _____
Try to get an accurate figure for this year. These things change rapidly.

IF A FILMSTRIP, SLIDES, OR TAPE ARE AVAILABLE, PLEASE VIEW THESE.

WHY DOES THIS CAREER INTEREST YOU? _____

WHAT THREE LOCAL COMPANIES EMPLOY THIS CAREER? _____
_____ _____

WOULD YOU BE INTERESTED IN OBSERVING PEOPLE AT WORK IN THIS CAREER? No___Yes__

A PERSON ALWAYS HAS QUESTIONS TO ASK ABOUT THINGS THAT INTEREST THEM. WHAT 3 QUESTIONS WOULD YOU ASK AN EMPLOYEE IN THIS CAREER WHICH WOULD REQUIRE AN OPINION ANSWER? (Questions you have not found an answer to in references)
1. _____
2. _____
3. _____

COMPOSE A LIST OF RELATED CAREERS USING YOUR ORIGINAL ONE AS A BASE. START WITH A BEGINNING JOB IN INDUSTRY WHICH IS RELATED TO YOUR ORIGINAL BASE JOB. WHAT OTHER LEVELS ARE POSSIBLE OR AVAILABLE?
Example: 1. Nurse Aide 2. L.P.N. 3. Medical Tech 4. Physical Therapist
5. Lab.Dental Technicians 6. _____ 7. _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Use: Follow-up of a speaker to the class or a field trip or a Career Day, etc. Students discuss in small groups--secretary of each group brings summary to share in large group.

Purpose: Organizing focusing questions to use as basis for student discussion or reports--written or oral.

DISCUSSION OF CAREER OBSERVATION

1. Discuss ideas you learned from visit (what do you know now about this kind of work that you did not know in the past).

2. Be prepared to discuss:

   a. How is this person's work useful?

   b. Who would like this type of work? Why?

   c. What training would a person need?

   d. What school work are you doing now that would help a person do a good job as a _____?

   e. Do you know anyone else who does this kind of work?

   f. What did you like best about this work?

   g. Could both men and women do this job?

   h. Is this work interdependent with another job?

3. Individuals desiring more in-depth knowledge of this type of work should file a request for:

   a. Small group field trip

   b. A class field trip

   c. An interview--one to one with a worker

   d. Help on finding resources to research this occupation

4. Plan the thank you note you will write to the resource person; write the letter; to be completed by _____.

Use: Less mature students use this brief type of evaluation following a field trip; or classes where career education is new and they are building background could begin with this type of form and build to more in-depth, specific evaluation.

Purpose: Aid to teachers in planning future field trips for this same class and for other classes. Aid to students in thinking through the experience they have completed.

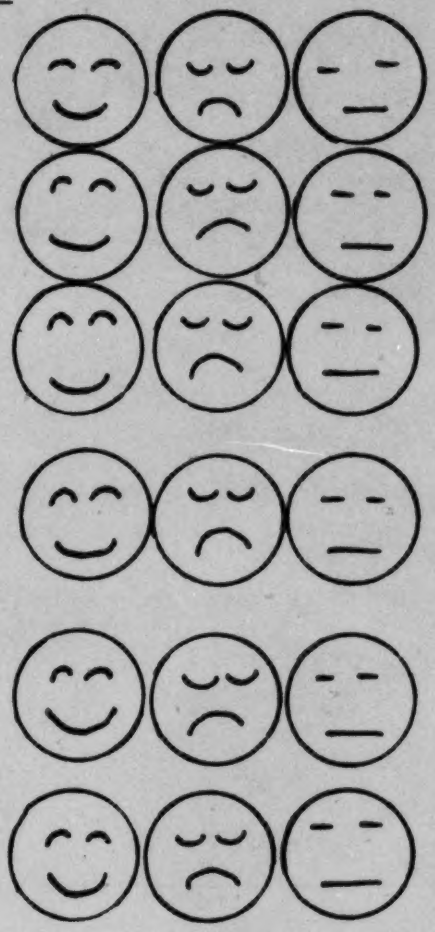
TRIP EVALUATION REPORT

Student _____

Place of visit _____

Date of visit _____

1. Was information supplied by the company useful to you?
2. Did you see anything you didn't know about before?
3. Did guide or representative communicate information understandably?
4. Would you like to work at any of the jobs you were shown or told about?
5. Did you feel that your personal objectives for information were accomplished?
6. Should this trip be recommended to others?



Other comments:

Use: Large print so it makes a clear transparency or ditto sheet. Students can write answers or combine information into a report--written or oral. Use all or part of these points before shadow observation to focus attention on specific things.

Purpose: To aid student in evaluating his field observation. To aid teacher in choosing some specific(s) on which to focus student attention during the shadow.

Debriefing the SHADOW Observation

Worker's skills: (List 3 examples of each seen)

Verbal	Manual
Written	Physical

What tasks did you see which required training?
(Examples: reading, writing, computing, specific equipment or machines, human relations, other...)

Type of dress worn by worker(s)

Working environment:

Noise level	Pure air Fumes
Inside Outside	Temperature
Clean Dirty	Lighting

Work etiquette:

- Courtesy of fellow workers (give examples)
- Courtesy of worker toward you

Responsibilities of the job:

- Freedom (and ability) to set own tasks
- Bathroom and coffee breaks set or by free choice?
- Other...

Personal habits of the worker:

- Traits needed for this job (eg. cleanliness, correct manners, speech, etc.)
- Traits which interfered with doing this job (eg. grouchy, smoking on job, poor skills in communication...)

Would you like to be like this person? Why? Why not?

Could you see ways to do the job quicker or better?
Tell how.

Use: Summary sheet for evaluation of a career observation such as field trip or a shadow to be used by students who will not or cannot write a report or write on a questionnaire form.

Purpose: Evaluate the student's ability to observe and translate this observation into a drawing. Aid students in evaluating the observation. Teacher discovers how meaningful the experience was to the student.

EVALUATION OF CAREER OBSERVATION

Student's Name _____

Career(s) Observed _____ Place of Business _____

_____ Date of Observation _____

DRAW A DIAGRAM OF THE WORK ROOM INDICATING WHERE THE WORKERS SPEND MOST OF THEIR WORK TIME. Mark location of specific equipment workers used. Draw any things you observed which you think should be included in your diagram. You also could draw a worker doing one of the main jobs of this occupation.

Use: For teacher use to choose some areas on which to focus students' attention as the class prepares for an observation. Teachers can choose items and make up forms for evaluation and/or preparation or use as a check-list for the observation. NOTE: It is usually best for students not to take papers and notebooks along on a trip but to have their observation focuses set; then recall during the follow-up.

Purpose: Check-list for student use and teacher information which includes items which teachers might not think of for focusing student observation and evaluation.

OBSERVE WORKERS AND WORKING CONDITIONS

DOES THE WORKER... ...WORK INSIDE?____ OUTSIDE?____ BOTH?____
...MOVE AROUND A LOT?____ STAY IN ONE PLACE?____
...STAND MOST OF THE TIME?____ SIT MOST OF THE TIME?____
...WORK WITH OTHER PEOPLE?____ WORK ALONE?____

HOW BIG IS THE ROOM TO WORK IN?_____

IS IT PLEASANTLY DECORATED?_____ IS IT BARE AND COLD-LOOKING?_____

HOW WOULD YOU FEEL ABOUT WORKING IN THIS ROOM?_____

HOW MANY PEOPLE WORK IN THE SAME ROOM?_____ HOW CLEAN IS IT KEPT?_____

WHO CLEANS IT?_____ WHO CLEANS THE WORK STATION?_____

ARE THE REST ROOMS CLEAN?_____ WHO CLEANS THEM?_____

IS THE LIGHTING AT YOUR WORK STATION ADEQUATE?_____

HOW IS THE VENTILATION?_____ HOW IS THE TEMPERATURE?_____

ARE THERE ANY UNPLEASANT ODORS?_____ IF SO, FROM WHAT SOURCE?_____

_____

HOW IS THE NOISE LEVEL?_____ IF THE NOISE LEVEL IS HIGH,

WHAT CAUSES IT?_____

DO YOU GET DIRTY FROM THIS JOB?_____ IF SO, WHAT CAUSES THE DIRT?_____

_____

DOES THE WORKER WEAR A UNIFORM?_____ DESCRIBE THE UNIFORM OR (IF HE/SHE DOESN'T WEAR ONE) DESCRIBE WHAT IS USUALLY WORN TO WORK._____

_____

DOES THIS WORK INVOLVE ANY DANGER?_____

IF SO, WHAT'S THE SOURCE?_____

Worker & Working Conditions (con't)

IF THERE'S ANY DANGER, WHAT SAFETY PRECAUTIONS ARE TAKEN BY THE EMPLOYER? _____

_____

IS THE WORK SEASONAL?_____ IF SO, WHEN ARE THE BUSY SEASONS?_____

AND WHEN ARE THE SLACK SEASONS?_____ DO THEY WORK ON SHIFTS?

_____ WHAT HOURS DO THEY WORK?_____ HOW WOULD YOU FEEL

ABOUT WORKING THESE HOURS?_____

COMMENT ABOUT THE WORKING CONDITIONS PROVIDED BY THIS EMPLOYER_____

_____

DO THE WORKERS BELONG TO A UNION?_____

JOB ANALYSIS

IS THERE A SET AMOUNT OF WORK WORKERS ARE SUPPOSED TO GET DONE?_____

IF SO, HOW MUCH?_____

WHICH OF THE TALENTS AND ABILITIES LISTED BELOW ARE NEEDED TO DO THIS JOB?

PLEASANT VOICE_____	GOOD EYESIGHT_____	PLEASANT MANNER_____
EYE-HAND COORDINATION_____	PHYSICAL STRENGTH_____	AGILITY_____
GOOD MEMORY_____	MANUAL DEXTERITY_____	COLOR PERCEPTION_____
GOOD HEARING_____	DEPTH PERCEPTION_____	EYE-HAND-FOOT COORDINATION_____

ABILITY TO.....

.....GET ALONG WITH ALL KINDS OF PEOPLE_____
.....FOLLOW WRITTEN DIRECTIONS_____
.....FOLLOW VERBAL DIRECTIONS_____
.....WORK INDEPENDENTLY WITHOUT SUPERVISION_____
.....GREET PEOPLE PLEASANTLY NO MATTER HOW YOU FEEL_____
.....STAND FOR HOURS AT A TIME_____
.....SIT IN ONE PLACE FOR HOURS AT A TIME_____
.....DO THE SAME THING OVER AND OVER AND STILL BE ACCURATE_____
.....DO MANY DIFFERENT THINGS AT ONCE_____
.....VISUALIZE OBJECTS FROM DRAWINGS_____
.....LEAVE PERSONAL PROBLEMS AT HOME_____
.....CALCULATE ACCURATELY_____
.....KEEP ACCURATE RECORDS_____
.....DO THINGS THE BOSS'S WAY EVEN THOUGH YOU LIKE YOURS BETTER_____

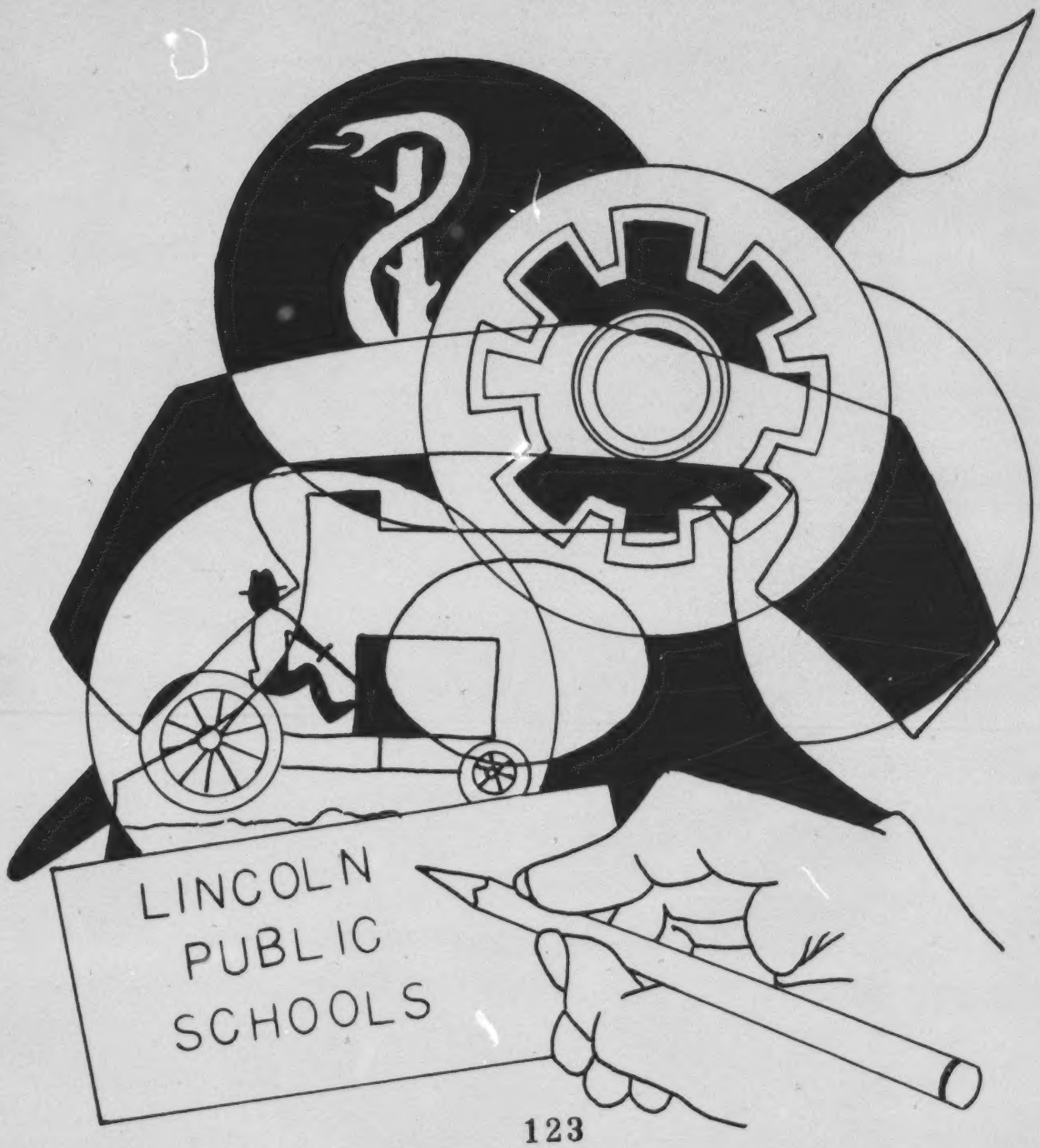
OTHER ABILITIES NEEDED:_____

APPENDIX C

REVISED COMMUNITY RESOURCE CATALOG

Placement Component

community resources career education



OFFICE OF STUDENT SERVICES

LINCOLN PUBLIC SCHOOLS

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Field Trips. . . . . Yellow Section

Placement Experiences. . . . . Blue Section

Observation/Exploration
Volunteer Services

INTRODUCTION

Of all the many instructional aids available, community resources represents one of the most important. Our community has hundreds of business, industries and offices from which students can gain unlimited knowledge, skills and experiences. Workers in various careers are willing to share their understanding of their jobs, values and lifestyles with students. Bringing these people and places together with our students in more planned and varied educational experiences is now possible.

The recent emphasis on career education has heightened interest in the resources available in the community. Face-to-face meetings with a wide-range of workers and direct observations of work processes in various industries, businesses and offices are now a major part of the career education program. These kinds of direct contacts provide students with worker models for identification, with opportunities for inquiries, and with an expanded awareness of occupations and the community.

I. Resource Speakers

One of the simplest methods of exposing students to careers is to invite workers to class to speak about their jobs. These resources can enrich lessons in many ways; for instance, at the elementary level, an airline ticket agent can reinforce a math lesson by having the students figure mileage and fares for their families' trips. At the secondary level, an interior designer can show the math classes how to measure a window for draperies. Both of these resources would be speaking about their jobs, yet, letting the students get to know them, their work and its effect on the community.

Sometimes classroom visits are not as successful as all concerned would desire. Many guest resource speakers may not be certain of what they are to share with the students or unsure of returning to the school atmosphere as an "authority" on a given topic. Here are some suggestions to help make this a positive experience for both the students and the guest:

A. Tell the speaker the purpose of the visit. If possible, give the speaker a list of topics to cover and questions you want answered. Mention unit or mini-course in which speaker will be included.

B. Give the speaker a time limit, for example 15 to 30 minutes depending upon ages of students. Tell the speaker if there will be discussion afterwards. Ask if the speaker will give a formal or informal presentation (sitting or standing.)

C. Advise speakers as to number of students who will be listening and type of room (classroom, auditorium, cafeteria, etc.)

D. Ask the speaker to bring tools used in occupation, if possible. This increases the reality of the presentation.

E. Inform the speaker of the students' learning level.

F. Let a student or group of students act as hosts/hostesses for the speaker, meeting the speaker in the office and escorting to the room.

G. If the age of your students is appropriate, have them make large name cards to be displayed on their desks. When a question and answer session is held, the speaker can refer to each student by name.

H. Have a student write a thank you letter to the speaker outlining the highlights of the speaker's presentation. The speaker will then have the opportunity to evaluate the effectiveness of his presentation and the student will gain additional experience with using writing skills.

II. Field Trips

Field trips allow a large or small group of students to visit a community organization. These visits can not only answer many questions a student might have about a subject but can reinforce the in-school instructional program.

There are two kinds of field trips available in this catalog, the general tour and the occupational field trip. The general tour gives the students knowledge of the product or service and processes of the company. It can also focus on people pointing out the job responsibilities of certain workers. The occupational field trip is a shorter tour with the added emphasis of a question and answer session. Before the trip, students should be aware of the kinds of occupations they will observe. This will allow students to prepare the questions they would like answered. Here are some ideas on how to get maximum benefits from field trips.

A. Have the trip be related to something the student is studying in school.

B. Tell the business the purposes of your field trip so that the business might better plan what you will see.

C. If you want a question and answer session, ask the business ahead of time if this is possible. (If they have no room big enough for your group, you might accomplish much the same purpose by having students ask the tour guide about workers' jobs as you are moving through the business--providing the questions add to the tour and don't disrupt the business.)

D. A recommended tour group size is 15 students. If your class consists of 30 students, ask the business if it is possible to divide the class into two groups.

E. Plan a classroom activity as follow-up to the trip, for example, a writing or art assignment on a job viewed at the business, or a class discussion on what students thought the business would be like and what in reality it looked like.

F. Have a student write a thank you letter to the business outlining the highlights of the field trip. The business tour guide will then have the opportunity to evaluate the effectiveness of the field trip, and the student will gain additional experience with using writing skills.

III. Placement Experiences

Observation/Exploration

For the junior/senior high student, individual experiences are possible in the form of observation and exploration. This is an extension of an occupational field trip and allows one student to visit in a one-to-one situation with a worker.

An observation experience is one in which a student shadows a worker for one day or a part of a day. If an observation is not possible, perhaps because of the confidentiality of that occupation, an interview can be substituted.

An exploration experience includes an observation as well as an opportunity to perform at least one task related to that occupation. This hands-on experience enables the student to develop an awareness of what working in that occupation might be like. Here are some suggestions for making an observation or exploration experience more meaningful:

A. Plan with the student to be sure that the student has a genuine interest in that occupation and that his day will be well spent. Employers will continue to work with schools if they feel the time they spend with students has been of educational value to the students.

B. The students should be prepared to learn about the occupations they are visiting. Some things which might facilitate learning are:

   1. Have the students prepare a list of questions to ask
   2. Assist the students in developing a plan for taking notes during the experience
   3. Make it possible for the student to share the experiences with you and/or others upon returning.

C. Be sure to comply with school policies on taking out-of-school trips.

D. Have the student write a thank you letter to the worker outlining the highlights of the experience. The worker will then have the opportunity to evaluate the effectiveness of the experience, and the student will gain additional practice with using writing skills.

HOW TO USE THE CATALOG

I. Catalog Format

There are three general categories of community experiences included in this catalog. Each of the three categories is divided into a color-coded section:

Section I Resource Speakers

Section II Field Trips

Section III Placement Experiences

All community resources experiences are categorized by the fifteen job clusters identified by the United States Office of Education. These clusters provide a way to relate careers in the community to courses taught in school. The fifteen clusters are:

Agri-Business and Natural Resources
Business and Office Occupations
Communications and Media
Construction
Consumer and Homemaking--Related Occupations
Environment
Fine Arts and Humanities
Health Occupations
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Service
Public Service
Transportation

The fifteen clusters are further classified as to type of resource(s):

S - Speaker
F - Field Trip
  Occupational Field Trip (O)
  Tour (T)
P - Placement Experiences
  Observation (O)
  Exploration (E)
  Volunteer Services (V)

Each community experience has an identification code in the left hand margin to be used when requesting information about an experience. The code identifies the type of experience, USOE cluster(s), and the experience number.

Identification Code:

Type of Resource	(Cluster)	Number
S	(Comm.)	22

The following key is available on every other page to assist you in selecting a community experience:

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code		
	Type:	Type of business
	Time:	Time experience, visit can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience Identification Code.

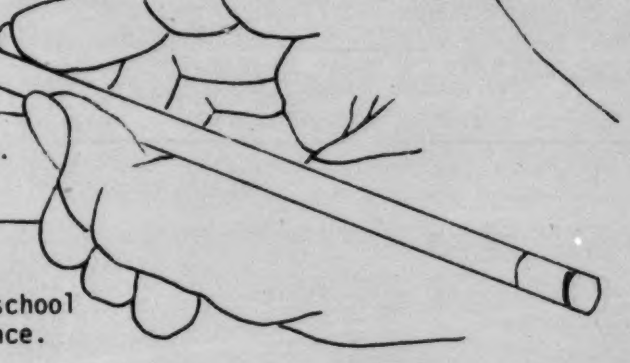
II. Suggested Steps for Making a Request

1. Check catalog for desired experience.

2. Call 475-7478 and give experience identification code. If a particular experience is needed in an area not included in this catalog, you may make a request by supplying the following information:

Type of experience
Date(s) preferred
Time of day
Length of experience
Group size

3. "Jot down" information about experience. You will receive the following information:
   - Name of contact person
   - Address
   - Telephone number



4. Comply with school policies on use of community resources.

5. Give feed-back on experience. A form will be available in your school for you to comment on the experience.

resource speakers

Workers invited to class to speak about their jobs.

AGRI-BUSINESS AND NATURAL RESOURCES

CODE

S (Ag) 1	Type:	Cultural center
	Nature:	Speaker tells about his culture - Nigeria
	Interest:	K-12
S (Ag-Pub. Serv.) 2	Type:	High school equivalency program
	Nature:	Migrant and seasonal farm workers
	Interest:	Jr./Sr. high
S (Ag-Const.-Envir.) 3	Type:	Land surveying
	Nature:	Establishing/re-establishing property lines
	Interest:	K-12
	Remarks:	Clients: home owners, construction companies
S (Ag-Envir.-Mar. Sci.-Hosp. Rec.) 4	Type:	Game and Parks Commission
	Nature:	Environmental sciences, fisheries, recreation, parks, hunting, boating, camping, hunting and boating safety
	Interest:	K-12
	Remarks:	Some careers would be: conservation officer, fisheries biologist, outdoor maintenance person.
S (Ag- Mkt.) 5	Type:	Nursery and garden center
	Nature:	Plants, nursery business
	Interest:	K-12
	Remarks:	Available January only
S (Ag-Envir) 6	Type:	Soil conservation service
	Nature:	Soil, crops, engineering, agronomy, wild life, forestry
	Interest:	K-12

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

BUSINESS AND OFFICE OCCUPATIONS

CODE

S (Bus) 1	Type:	Accounting firm
	Nature:	Accounting and statistical figures
	Interest:	Sr. high
S (Bus-Pub.Serv.)	Type:	Computer facility
	Nature:	Computer use and management
	Interest:	Sr. high
S (Bus) 3	Type:	Data processing department
	Nature:	Computers
	Interest:	Sr. high
	Remarks:	Not available until second semester - 1975

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Bus) 4	Type:	Insurance firm
	Nature:	Economics and insurance
	Interest:	Sr. high
S (Bus) 5	Type:	Insurance company
	Nature:	Actuarial science
	Interest:	Sr. high
S (Bus) 6	Type:	Insurance company
	Nature:	Personnel and insurance, making application for employment
	Interest:	Jr./Sr. high
S (Bus) 7	Type:	Insurance company
	Nature:	Accounting as a profession
	Interest:	Sr. high

COMMUNICATION AND MEDIA

CODE

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Comm-Mkt)	1	Type:	Broadcasting equipment company
		Nature:	Broadcasting equipment - for schools, business, homes, hospitals, etc./sales
		Interest:	Jr./Sr. high
S (Comm)	2	Type:	Printing company
		Nature:	Publishing/occupations within
		Interest:	Jr./Sr. high
S (Comm)	3	Type:	Publishing company
		Nature:	Proof reading braille
		Interest:	K-12
		Remarks:	Transportation must be provided as speaker is blind
S (Comm)	4	Type:	Radio station
		Nature:	On-air personality
		Interest:	K-12
		Remarks:	Will speak after 10:00 a.m.
S (Comm)	5	Type:	Television station
		Nature:	Cinematography, still photography
		Interest:	Jr./Sr. high
S (Comm-Manf)	6	Type:	Communications manufacturing company
		Nature:	Electronics communications - amateur and citizens' band radio/careers within
		Interest:	Sr. high
		Remarks:	Jr. high only if a career unit

S (Comm-Pub. Serv.) 7	Type:	Publishing company
	Nature:	Proof reading braille
	Interest:	K-12
	Remarks:	Transportation must be provided as speaker is blind

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code

CONSTRUCTION

CODE

S (Const) 1	Type:	Architectural firm
	Nature:	Architecture/occupations involved
	Interest:	Architecture and drafting classes only
S (Const) 2	Type:	Architectural firm
	Nature:	Architecture
	Interest:	K-12
S (Const) 3	Type:	Architectural firm
	Nature:	Architecture/occupations involved
	Interest:	K-12
	Remarks:	One week notice minimum
S (Const) 4	Type:	Construction
	Nature:	Building construction
	Interest:	K-12
S (Const-Ag-Envir.) 5	Type:	Land surveying
	Nature:	Establishing/re-establishing property lines
	Interest:	K-12
	Remarks:	Clients: home owners, construction companies

CONSUMER AND HOMEMAKING--RELATED OCCUPATIONS

CODE

S (Con-Home)	1	Type:	Interior design firm
		Nature:	Interior design
		Interest:	Sr. high
S (Con-Home)	2	Type:	Modeling program
		Nature:	Nutrition, modeling, exercise, make-up and fashion
		Interest:	Intermediate/Jr./Sr. high
S (Con-Home)	3	Type:	Restaurant
		Nature:	Relates spelling to holding a job; may demonstrate how to make pizza
		Interest:	K-12

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*HOW TO USE THIS SECTION

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Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

ENVIRONMENT

CODE

S (Envir.) 1	Type:	Environmental improvement
	Nature:	Recycling in Lincoln
	Interest:	K-12

---

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Envir.-Ag-Const.) 2	Type:	Land surveying
	Nature:	Establishing/re-establishing property lines
	Interest:	K-12
	Remarks:	Clients: home owners, construction companies
S (Envir.-Trans.) 3	Type:	Meteorology
	Nature:	Weather as it relates to aviation; severe weather
	Interest:	Jr./Sr. high
S (Envir.-Ag-Mar. Sci.-Hosp.-Rec.) 4	Type:	Game and Parks Commission
	Nature:	Environmental sciences, fisheries, recreation, parks, hunting, boating, camping, hunting and boating safety
	Interest:	K-12
	Remarks:	Some careers would be: conservation officer, fisheries biologist, outdoor maintenance person
S (Envir.-Ag) 5	Type:	Soil conservation service
	Nature:	Soil, crops, engineering, agronomy, wild life, forestry
	Interest:	K-12

FINE ARTS AND HUMANITIES

CODE

S (FA) 1	Type:	Theater
	Nature:	Drama, play production, direction, community theater director, etc.
	Interest:	K-12
S (FA-Publ. Serv.) 2	Type:	Travelogue
	Nature:	Slide presentation on Johnny Tremain's Boston
	Interest:	Jr. high
S (FA) 3	Type:	Writer
	Nature:	"Ghost stories". Author is writing a book on stories that seem untrue but are believed to be true by reputable people.
	Interest:	Sr. high

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

HEALTH

CODE

S (Health) 1	Type:	Accoustically handicapped unit
	Nature:	Accoustically handicapped
	Interest:	K-12
S (Health) 2	Type:	Audiology department
	Nature:	Audiology or people having problems with hearing
	Interest:	K-12
	Remarks:	Prefers to speak to Home Ec. classes, Speech, or to a class where a child with an aid needs support from other children.
S (Health) 3	Type:	Dental office
	Nature:	Dentistry as a career
	Interest:	Jr./Sr. high
S (Health) 4	Type:	Physician's office
	Nature:	Adolescent - youth medicine
	Interest:	Jr./Sr. high
S (Health) 5	Type:	Physician's office
	Nature:	General practice
	Interest:	Sr. high
S (Health) 6	Type:	Physician's office
	Nature:	General practice
	Interest:	Sr. high
S (Health) 7	Type:	Physician's office
	Nature:	Neurology, electroencephalography
	Interest:	K-12
S (Health) 8	Type:	Physician's office
	Nature:	Obstetrics and Gynecology
	Interest:	Jr./Sr. high
S (Health) 9	Type:	Physician's office
	Nature:	Pathology
	Interest:	Jr./Sr. high
S (Health) 10	Type:	Physician's office
	Nature:	Ophthalmology
	Interest:	Sr. high

S (Health) 11	Type:	Physician's office
	Nature:	Ophthalmology
	Interest:	Sr. high
	Remarks:	Need several weeks notice
S (Health) 12	Type:	Physician's office
	Nature:	Pediatrics and adolescent medicine
	Interest:	Jr./Sr. high
S (Health) 13	Type:	Physician's office
	Nature:	Surgery
	Interest:	K-12
S (Health) 14	Type:	Physical therapy clinic
	Nature:	Physical therapy
	Interest:	Sr. high
S (Health) 15	Type:	Psychology department
	Nature:	School psychology
	Interest:	Sr. high

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*HOW TO USE THIS SECTION

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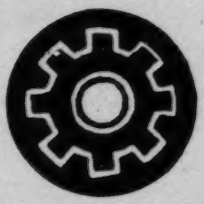
Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



MANUFACTURING

CODE

S (Comm.-Manf.) 1	Type:	Communications manufacturing company
	Nature:	Electronics communications -- amateur and citizens' band radio/careers within
	Interest:	Sr. high
	Remarks:	Jr. high only if a career unit

---

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Hosp.Rec.-Ag.-Envir.) 2	Type:	Game and Parks Commission
	Nature:	Environmental sciences, fisheries, recreation, parks, hunting, boating, camping, hunting aand boating safety
	Interest:	K-12
	Remarks:	Some careers would be: conservation officer, fisheries biologist, outdoor maintenance person

MARINE SCIENCE OCCUPATIONS

CODE

S (Mar. Sci.-Ag.-Envir.-Hosp. Rec.) 1	Type:	Game and Parks Commission
	Nature:	Environmental sciences, fisheries, recreation, parks, hunting, boating, camping, hunting and boating safety
	Interest:	K-12
	Remarks:	Some careers would be: conservation officer, fisheries biologist, outdoor maintenance person

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

S (Mkt.-Comm.)	1	Type:	Broadcasting equipment company
		Nature:	Broadcasting equipment - for schools, business, homes, hospitals, etc./sales
		Interest:	Jr./Sr. high
S (Mkt.)	2	Type:	Department store
		Nature:	How to apply for a job
		Interest:	Sr. high
S (Mkt.)	3	Type:	Department store
		Nature:	Retailing
		Interest:	Jr./Sr. high
		Remarks:	30 days in advance

---

* HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Ag.-Mkt.)	4	Type:	Nursery and garden center
		Nature:	Plants, nursery business
		Interest:	K-12
		Remarks:	Available January only

Personal Services Occupations

CODE

S (Per. Serv.)	1	Type:	Mortician
		Nature:	Funeral customs
		Interest:	Sr. high
S (Per. Serv.)	2	Type:	Veterinary clinic
		Nature:	Veterinarian
		Interest:	Sr. high

---

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PUBLIC SERVICE

CODE

S (Pub. Serv.) 1	Type:	Bank
	Nature:	Checking accounts, savings accounts, drive-in banking, loans
	Interest:	K-12
S (Pub.Serv. - Bus.) 2	Type:	Computer facility
	Nature:	Computer use and management
	Interest:	Sr. high
S (Pub.Serv.) 3	Type:	Fire department
	Nature:	Fire prevention
	Interest:	K-12
S (Pub.Serv.- Ag.) 4	Type:	High school equivalency program
	Nature:	Migrant and seasonal farm workers
	Interest:	Jr./Sr. high
S (Pub. Serv.) 5	Type:	Police department
	Nature:	Law enforcement, criminal justice (wide variety of subjects)
	Interest:	Elem./Jr. high
	Remarks:	Contact resource officer for speaker/ experience. (at least 75 students) - police dog demonstrations (at least 150 - 200 students) helicopter demonstrations available. Helicopter may not always be available - must have adequate landing space at school.
S (Pub.Serv.) 6	Type:	Police department
	Nature:	Law enforcement - criminal justice - (Wide variety of subjects)
	Interest:	Sr. high
	Remarks:	(at least 75 students) - police dog demonstrations (at least 150-200 students) helicopter demonstrations available. Helicopter may not always be available - must have adequate landing space at school.
S (Pub.Serv.) 7	Type:	Post Office
	Nature:	Post office, occupations within
	Interest:	Intermediate/Jr./Sr. high
	Remarks:	A short film can be shown

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code		
	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Pub.Serv.- Comm.) 8	Type:	Publishing company
	Nature:	Proof reading braille
	Interest:	K-12
	Remarks:	Transportation must be provided as speaker is blind
S (Pub.Serv.) 9	Type:	State employment office
	Nature:	Careers in Nebraska
	Interest:	Jr./Sr. high
S (Pub.Serv.) 10	Type:	State patrol
	Nature:	Career of state trooper, motor vehicle laws, highway safety, bicycle safety, drug education (slide presentations available) History of the patrol.
	Interest:	K-12
S (Pub.Serv.- FA) 11	Type:	Travelogue
	Nature:	Slide presentation on Johnny Tremain's Boston
	Interest:	Jr. high

TRANSPORTATION

CODE

S (Trans) 1	Type:	Air craft supply parts company and airlines
	Nature:	Pilot, general aviation, aviation mechanics
	Interest:	K-12
S (Trans) 2	Type:	Bus company
	Nature:	City bus lines/occupations within
	Interest:	K-12
S (Trans - Envir.) 3	Type:	Meteorology
	Nature:	Weather as it relates to aviation; severe weather
	Interest:	Jr./Sr. high
S (Trans) 4	Type:	Railroad
	Nature:	Trades: mechanic, pipefitter, electrician, painter, carpenter, carman, welder, sheet metal worker, blacksmith Operations: switchman, brakeman, conductor, locomotive engineer, laborer Clerical (general): messenger, file clerk, mail desk clerk, receptionist, typist, yard clerk, teletype operator, accounting, computer operator, office machine operator, key punch, stenographer, switchboard operator Technical: draftsman, press operator, communications worker
	Interest:	K-12
S (Trans) 5	Type:	Trucking company
	Nature:	Transportation, trucking, diesel driver
	Interest:	K-12
S (Trans) 6	Type:	Trucking company
	Nature:	Diesel dispatcher, diesel driver
	Interest:	Jr./Sr. high
	Remarks:	Available Tuesday through Friday

field trips

Tour -- a trip to a company to give students knowledge of the product or service, processes and workers of the company
Occupational field trip -- a short tour with workers giving information about their jobs in a question and answer session

AGRI-BUSINESS AND NATURAL RESOURCES

CODE

FT (Ag) 1	Type:	Grain elevator
	Time:	Mornings
	Length:	60 minutes
	Nature:	View grain handling at terminal elevator
	Size:	10-20
	Interest:	K-12
FT (Ag) 2	Type:	Hatchery
	Time:	Between 8:30 a.m. - 3:30 p.m. Monday, Tuesday, Thursday
	Length:	45-60 minutes
	Nature:	View egg processing, incubation - chicken growing
	Size:	Any size
	Interest:	K-12
FT (Ag-Pub. Serv.) 3	Type:	Hatchery
	Time:	Between 1-5 p.m.
	Length:	30-45 minutes
	Nature:	View the hatching of chickens and turkeys
	Size:	Open
	Interest:	Elementary
	Remarks:	Not always hatching but can tour complex: view new research. Afternoons only

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Ag-Const.) 4	Type:	Land surveyor
	Time:	Open
	Length:	Open
	Nature:	View office or job site within city or county
	Size:	Open
	Interest:	Jr./Sr. high
FT (Ag-Pub. Serv.) 5	Type:	Meat laboratory
	Time:	Between 1-5 p.m.
	Length:	30-45 minutes
	Nature:	View meat processing and evaluation
	Size:	Open
	Interest:	Sr. high
	Remarks:	Afternoons only
FTO (Ag) 6	Type:	Nursery and garden center
	Time:	Open
	Length:	Open
	Nature:	Tour of garden center - see grafting, potting, taking cuttings, seeding and transplanting at certain times of year
	Size:	Any size
	Interest:	K-12
	Remarks:	April - May tours welcomed, but no tour guide. Occupational field trip possible during January only
FTO (Ag-Envir.) 7	Type:	Soil conservation service
	Time:	Open
	Length:	Open
	Nature:	Soil, crops, engineering, agronomy, wildlife, forestry
	Size:	15-20
	Interest:	K-12
FT (Ag-Pub.Serv.) 8	Type:	Tractor testing laboratory
	Time:	Between 1-5 p.m.
	Length:	30-45 minutes
	Nature:	View the method by which all tractors coming into Nebraska are tested
	Size:	Open
	Interest:	Jr./Sr. high
	Remarks:	Given ample notice, can do demonstration. Afternoons only

Business and Office Occupations

CODE

*HOW TO USE THIS SECTION

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Identification Code		
	Type:	Type of business
	Time:	Time experience can be held
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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (Bus.-Mkt.) 2	Type:	Clothing Store
	Time:	Open
	Length:	30 minutes
	Nature:	Entire tour of store and operations is given; students watch the preparation of the items to be put on merchandise floor as well as store services
	Size:	20 or less
	Interest:	K-12
	Remarks:	Schedule tour at least one week in advance
FTO (Bus.-Pub.Serv.) 3	Type:	Computing center
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	30 - 60 minutes
	Nature:	Tour and/or discussion of computer facility
	Size:	12 or less
	Interest:	Jr./Sr. high
	Remarks:	Can tailor to interests of group. This is a large computer facility which provides an opportunity for direct access from 60 remote points. This facility completes up to 200,000 computer tasks daily. It has the capacity to do as much computation in 5 min. as a man could perform with paper and pencil in 50 years. Not available last 3 weeks of semester

FT (Bus.) 4	Type:	Computer institute
	Length:	60 - 90 minutes
	Nature:	See demonstration of Univac 9200 computer
	Size:	15 or less
	Interest:	K-12
	Remarks:	Information bulletin available. Will code - punch - run computer - run program through machine in some situations. Prefer high school students
FT (Bus.) 5	Type:	Data processing department
	Time:	Open
	Nature:	Tour data processing center
	Interest:	Jr./Sr. high
	Remarks:	Not to be used until 2nd semester - '75
FT (Bus.) 6	Type:	Insurance company
	Time:	By appointment
	Length:	Varies
	Nature:	Tour of insurance company--free lunch in cafeteria
	Size:	20 or less
	Interest:	Sr. high (11-12)
FT (Bus.) 7	Type:	Insurance company
	Time:	Between 8:30 a.m. - 4:00 p.m.
	Length:	60 minutes
	Nature:	View office work in general - computer
	Size:	5-20
	Interest:	Sr. high
FT (Bus.) 8	Type:	Insurance company
	Time:	Between 8:00 a.m. - 10:30 a.m., 12:30 p.m. - 3:00 p.m.
	Length:	60 minutes
	Nature:	View insurance company
	Size:	15 or less
	Interest:	Sr. high
	Remarks:	Photo of the individual or group is taken and a copy of the employee publication in which the group photo appears is given. Please notify at least one week in advance
FT (Bus.) 9	Type:	Insurance company
	Time:	Schedule in advance
	Length:	60 minutes or more
	Nature:	View data processing, word processing or personnel department. Brief report on history, philosophy of company
	Size:	15 or less
	Interest:	Jr./Sr. high
	Remarks:	Free brochures, pens, etc. available depending on group size.

COMMUNICATION AND MEDIA

CODE

FTO (Comm.) 1	Type:	Military operation
	Time:	Arranged in advance
	Length:	30 - 45 minutes
	Nature:	Tour lab working with reconnaissance, photography using 9" square negatives loaded into automatic cameras. View work with rolls of film size of wallpaper
	Size:	Open
	Interest:	Jr./Sr. high
	Remarks:	Call in advance at least one week
FT (Comm.) 2	Type:	Bindery
	Time:	Open
	Length:	30 - 60 minutes
	Nature:	View bindery
	Interest:	K-12
FT (Comm.-Pub.Serv.) 3	Type:	Braille foundation
	Time:	Between 9:00 a.m. and 11:30 a.m., 2:00 p.m. and 4:00 p.m., Wednesday and Thursday
	Length:	45 - 60 minutes
	Nature:	This is the United States Headquarters of this foundation. Classes could see all the devices prepared such as brailled magazines, talking records, talking books, a braille lending library, taped material. Children would be there preparing for other schooling situations such as Nebraska City.
	Size:	Any size
	Interest:	K-12
	Remarks:	Samples of materials and descriptive brochures upon request
FT (Comm.) 4	Type:	Broadcast studio
	Time:	Between 7:30 a.m. - 4:30 p.m.
	Length:	60 - 90 minutes
	Nature:	View radio broadcast work activity. Watch the general activities including tape production, EDP, printing, shipping and processing of the daily mail.
	Size:	10 - 12
	Remarks:	Visitor packet to each person

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	Interest:	Of interest to --
	Remarks:	

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FTO (Comm.-Mkt.) 5	Type:	Broadcasting equipment company
	Time:	As available
	Length:	Open
	Nature:	View broadcasting equipment such as TV cameras, monitors, video cassette players
	Size:	Open
	Interest:	Jr./Sr. high
FTO (Comm.-Manf.) 6	Type:	Communications manufacturing plant
	Time:	3:15 p.m. or later
	Length:	45 minutes
	Nature:	View communications manufacturing plant. Maker of amateur and citizens band radio equipment
	Size:	15 or less
	Interest:	Sr. high
FT (Comm.) 7	Type:	Newspaper publishing company
	Time:	2:00 p.m., tour only
	Nature:	Tour of the plant showing complete process of news gathering to final press run and distribution. See editorial rooms, photography department, press room, majority of newspaper operations.
	Size:	Multiples of 8 to 12
	Interest:	10 years and older
	Remarks:	Arrange tour by notifying office at least 10 days in advance
FT (Comm.) 8	Type:	Outdoor advertising company
	Time:	Arranged in advance
	Length:	30 minutes
	Nature:	View sign painting of some type going on all the time. Will be able to see how painters "blow up" a small picture or drawing, billboard painting, etc.
	Size:	30 or less
	Interest:	K-12

FT (Comm.) 9	Type:	Printing company
	Time:	Between 8:00 a.m. - 4:00 p.m.
	Length:	60 minutes
	Nature:	View the printing plant
	Size:	20 or less
	Interest:	Jr./Sr. high
FT (Comm.) 10	Type:	Publishing company
	Time:	Open
	Length:	30 - 60 minutes
	Nature:	View publishing company
	Interest:	K-12
FTO (Comm.) 11	Type:	Radio station
	Time:	Between 9:00 a.m. - 11:00 a.m., 2:00 p.m. - 4:00 p.m.
	Length:	20 - 30 minutes
	Nature:	Show various studios and equipment. Technicality of tour depends on students
	Size:	10 - 15
	Interest:	Intermediate/Jr./Sr. high. Prefer journalism, broadcasting students
FT (Comm.) 12	Type:	Telephone company
	Time:	Between 9:00 - 11:00 a.m., 2:00 - 3:30 p.m. Tuesday through Friday
	Length:	60 minutes (depends on size of group)
	Nature:	See telephone equipment in operation, direct distance dialing, local dialing, long distance switchboards
	Interest:	Elementary/Jr./Sr. high (3-12)
	Remarks:	One week notice required for tour. Free memo pads
FTO (Comm.) 13	Type:	T.V. station
	Time:	By appointment
	Length:	30 - 60 minutes
	Nature:	Tour of telecommunications center including television studios, control rooms, a film and photo department, art department, and scene shop
	Size:	Any group size. One tour guide will be assigned every 20 persons
	Interest:	Intermediate/Jr./Sr. high (5-12)
	Remarks:	All children or young people through high school age must come accompanied by one adult for every ten persons. Schedule minimum of two weeks in advance of planned tour

FT (Comm.) 14	Type:	T.V. station
	Time:	Between 8:00 a.m. - 12:00 a.m., 1:00 p.m. - 5:00 p.m.
	Length:	30 minutes
	Nature:	View two studios, control room and newsroom; can watch live broadcast of local shows 9:00 - 9:30 a.m., 9:30-10:00 a.m., 12:00-12:30 p.m., 3:30-4:00 p.m. Take tours between broadcasts
	Size:	Any size group
	Interest:	Primary/Intermediate/Jr./Sr. high
	Remarks:	Souvenir or momento of the visit is given to each guest at the end of the tour

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

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CONSTRUCTION

CODE

FTO (Const.) 1	Type:	Architectural firm
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Open
	Nature:	See firm and occupations within
	Size:	Open
	Interest:	Architecture and drafting classes only
FTO (Const.) 2	Type:	Architectural firm
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Open
	Nature:	View firm and occupations within
	Size:	15 or less
	Interest:	K-12
FT (Const.-Envir.-Pub.Serv.) 3	Type:	School of environmental development
	Time:	By arrangement
	Length:	60 minutes
	Nature:	Tour and discussion of student projects
	Size:	Open
	Interest:	K-12
	Remarks:	Since students exhibitions form the basis of tours in architecture, it is suggested that groups plan tours between November and May
FT (Const.) 4	Type:	Architectural and engineering firm
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	30 - 60 minutes
	Nature:	See architectural-engineering firm
	Size:	15
	Interest:	K-12
	Remarks:	One week notice minimum
FTO (Const.) 5	Type:	Construction department
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Open
	Nature:	View university construction projects such as the field house or law college
	Size:	Open
	Interest:	K-12
	Remarks:	Students will view the project from a safe distance

FT (Const.-Pub.Serv.) 6	Type:	Engineering
	Time:	1:00 p.m. - 10:00 p.m. Friday and 10:00 a.m. - 5:00 p.m. Saturday during the Annual Engineer's Week Open House (in April)
	Length:	90 minutes or more
	Nature:	Open house with many exhibits
	Size:	Any size group
	Interest:	K-12
	Remarks:	Annual event (Engineer's Week) is planned and conducted by engineering students. It attracts several thousands of people of all ages each year
FT (Const.) 7	Type:	Furniture manufacturing company
	Time:	Open
	Length:	30 - 60 minutes
	Nature:	View furniture being made
	Interest:	K-12

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

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FTO (Const.-Ag.) 8	Type:	Land surveyor
	Time:	Open
	Length:	Open
	Nature:	View office or job site within city or county
	Size:	Open
	Interest:	Jr./Sr. high
FT (Const.-Mkt.) 9	Type:	Lumber company
	Time:	Open
	Length:	20 - 30 minutes
	Nature:	Tour of lumber yard, watch production of lumber and various steps involved
	Size:	Any size
	Interest:	K-12
	Remarks:	Schedule tour at least one week in advance. Free samples given that vary from pencils to rulers

Consumer and Homemaking - Related Occupations

CODE

FTO (Con-Home)	1	Type:	Interior design shop
		Time:	Open
		Length:	Open
		Nature:	Tour either store or interior designer work-rooms
		Interest:	Sr. high
		Remarks:	Tour itself only a few minutes, then questions. Limited number of students to tour work rooms
FT (Con-Home)	2	Type:	Preparation kitchen for restaurants
		Time:	Between 9:00 and 10:30 a.m.
		Length:	30 - 45 minutes
		Nature:	The facility is the main commissary where food, such as hamburgers, cole slaw, onion rings and soups are made for all company-owned stores in Nebraska. Many of these items are sent to the two branch commissaries in Des Moines and Kansas City for distribution in Iowa, Kansas, and Missouri
		Size:	10 - 12 is the ideal size but larger groups may be divided and two guides would be used if notified far enough in advance
		Interest:	Intermediate/Jr./Sr. high
		Remarks:	Morning tour runs between 30 and 45 minutes depending on the age group and what is being made in the commissary on that day. Afternoon tours average about 20 minutes. A coupon is given to each person on the tour. Usually these coupons are for a free hamburger but may vary
FT (Con-Home-Manf.)	3	Type:	Testing kitchen for food manufacturing company
		Time:	Between 9:00 - 10:00 a.m. and 1:00 - 3:00 p.m.
		Length:	60 minutes
		Nature:	Tour of test kitchen where cookies and coffee are served. Free sample dinner is given
		Size:	15 - 20
		Interest:	Jr./Sr. high
		Remarks:	Need several weeks advance notice

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	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

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FT (Con-Home) 4	Type:	Bakery
	Time:	Open
	Length:	30 - 45 minutes
	Nature:	View bakery
	Interest:	K-12
	Remarks:	Tours Monday through Thursday
FT (Con-Home) 5	Type:	Day care nursery school
	Time:	Between 10:00 - 11:30 a.m., 1:00-3:15 p.m.
	Length:	30 - 45 minutes
	Nature:	View day care and nursery school
	Interest:	Sr. high
FTO (Con-Home-Mkt.) 6	Type:	Department store
	Time:	Open
	Length:	Open
	Nature:	Will tailor to suit age group and interests - bakery, cafeteria, kitchen, marking room, packaging, display, electronic data processing, advertising, and personnel. Will also furnish a six month's agenda of imprending promotions upon request. These may tie in with social studies such as their "Hail, Britannica," "Import Bazaar," "Hawaiian Holiday," etc.
	Interest:	K-12
	Remarks:	One weeks notice. Largest food service operation in Great Plains
FT (Con-Home) 7	Type:	Department store
	Time:	Between 9:30 a.m. and 3:30 p.m., Monday through Friday
	Length:	30 - 45 minutes
	Nature:	View candy factory, work rooms, etc.
	Size:	25 or less
	Interest:	K-7
	Remarks:	Free candy samples. Give number of students so guides may be provided. Mornings are the best time for the candy kitchen activity. Exhibits and/or shows in auditorium may prove of interest from time to time also.

FT (Con-Home)	8	Type:	Department store
		Time:	Between 9:00 a.m. - 4:00 p.m.
		Length:	Open
		Nature:	View modeling program and classroom
		Size:	Open
		Interest:	Intermediate/Jr./Sr. high
		Remarks:	One week notice minimum
FT (Con-Home)	9	Type:	Furniture store
		Time:	Open
		Length:	Depends on interest, usually 45 minutes
		Nature:	Receive lecture on types of furniture, color arrangements, questions answered
		Size:	25 or less
		Interest:	Sr. high
		Remarks:	Schedule tour at least a week in advance

ENVIRONMENT

CODE

FT (Envir.-Const.-Pub.Serv.) 1	Type:	School of environmental development
	Time:	By arrangement
	Length:	60 minutes
	Nature:	Tour and discussion of student projects
	Size:	Open
	Interest:	K-12
	Remarks:	Since students exhibitions form the basis of tours in architecture, it is suggested that groups plan tours between November and May.
FTO (Envir.-Ag) 2	Type:	Soil conservation service
	Time:	Open
	Length:	Open
	Nature:	Soil, crops, engineering, agronomy, wildlife, forestry
	Size:	15 - 20
	Interest:	K-12

Fine Arts and Humanities

CODE

FT (FA) 1	Type:	Art gallery and sculpture garden
	Time:	Closed Mondays, Tuesday from 10:00 a.m. to 10:00 p.m., Wednesday through Saturday from 10:00 a.m. to 5:00 p.m.
	Length:	30 minutes minimum
	Nature:	Tour and discussion of art works
	Size:	25 - with 1 adult sponsor for each 25 students
	Interest:	K-12
	Remarks:	The collection of paintings is valued at over $3,000,000. The Gallery is regarded as having one of the finest art collections on any university campus. The exhibitions change continuously.

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	Remarks:	

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FT (FA) 2	Type:	Floral company
	Time:	Open
	Length:	60 minutes
	Nature:	View operations and see details of floral company
	Size:	6 - 8
	Interest:	Sr. high

FT (FA) 3	Type:	Motion picture, theaters
	Time:	Mornings (some afternoons)
	Length:	As desired
	Nature:	Tour of facilities, lecture on motion picture industry
	Size:	Any
	Interest:	K-12
FTO (FA) 4	Type:	Theater
	Time:	Between 9:00 a.m. - 9:00 p.m.
	Length:	Open
	Nature:	View theater, backstage, makeup, etc.
	Size:	Open
	Interest:	K-12
	Remarks:	One week notice minimum
FT (FA-Pub.Serv.) 5	Type:	University Department of Art
	Time:	By arrangement
	Length:	60 minutes
	Nature:	Tour of art classrooms to view work in progress and completed works.
	Size:	30 or less
	Interest:	Jr./Sr. high art classes only
	Remarks:	Sufficient advance notice
FT (FA-Pub.Serv.) 6	Type:	University Department of Speech and Drama
	Time:	By arrangement
	Length:	30 - 45 minutes
	Nature:	Tour and discussion of speech and drama
	Size:	15 - 30
	Interest:	Students interested in drama

HEALTH OCCUPATIONS

CODE

FT (Health) 1	Type:	Consumer products testing laboratory
	Time:	Between 8:00 a.m. - 5:00 p.m. Evening tours can be arranged
	Length:	30 minutes to 120 minutes, depending on group interest
	Nature:	Independent research, development and safety testing of consumer products
	Size:	30 or less
	Interest:	K-12
	Remarks:	Tours can be adjusted for all age groups, but we suggest at least Jr. high school or older. Have handled groups of 4 year olds
FT (Health-Mkt.) 2	Type:	Dental supply company
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Open
	Nature:	View dental supply company
	Size:	15 or less
	Interest:	Jr./Sr. high
FTO (Health) 3	Type:	Physician's office
	Time:	Open
	Length:	Open
	Nature:	View otolaryngology office
	Size:	2
	Interest:	Sr. high

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	Remarks:	

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FTO (Health) 4	Type:	Physician's office
	Time:	Open
	Length:	Open
	Nature:	Tour office - pediatrics and adolescent medicine
	Size:	15 or less
	Interest:	K-12
FTO (Health) 5	Type:	Physician's office
	Time:	Saturday morning
	Length:	Open
	Nature:	Tour office - ophthalmology
	Size:	12 or less
	Interest:	Sr. high
FT (Health) 6	Type:	Physician's office
	Time:	Open
	Length:	Open
	Nature:	Tour office - ophthalmology
	Size:	1
	Interest:	Sr. high
FT (Health) 7	Type:	Goodwill Industries, Inc.
	Time:	Monday-Friday 8:00 a.m. - 3:00 p.m.
	Length:	30 - 45 minutes
	Nature:	Learn how the work potential or work skills of handicapped individuals are evaluated, improved, and taught
	Size:	Any size
	Interest:	K-12
FT (Health) 8	Type:	Health center
	Time:	Monday or Friday mornings
	Length:	Open
	Nature:	Tour office - adolescent and youth medicine
	Size:	20 or less
	Interest:	K-12
FTO (Health) 9	Type:	Hospital
	Time:	Thursdays only - any time of day except during visiting hours
	Length:	30 - 120 minutes
	Nature:	Tour hospital facilities
	Interest:	Age 14 and over -
	Remarks:	Preferably only for high school students interested in pursuing a medical career
FTO (Health) 10	Type:	Hospital
	Time:	Open
	Length:	Open
	Nature:	Tour data processing, word processing, dietary area, maintenance, purchasing, administration, volunteers, business, radiology, lab, physical therapy and nursery
	Size:	Open
	Interest:	K-12
	Remarks:	Must state educational objective. Tour will vary depending upon age of students

FTO (Health) 11	Type:	Hospital
	Time:	Thursday only
	Length:	Open
	Nature:	View nursing areas, supplies, lab, physical therapy
	Size:	Open
	Remarks:	Tour varies depending upon interest of group
FTO (Health) 12	Type:	Physician's office
	Time:	Open
	Length:	Open
	Nature:	Tour pathology lab
	Size:	10 or less
	Interest:	Jr./Sr. high

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	Interest:	Of interest to --
	Remarks:	

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FT (Health) 13	Type:	Medical clinic
	Time:	Open
	Length:	Open
	Nature:	Tour physician's office - obstetrics and gynecology
	Size:	10 or less
	Interest:	Sr. high
FT (Health-Manf.) 14	Type:	Pharmaceutical laboratory
	Time:	Between 8:00 a.m. and 2:00 p.m.
	Length:	60 minutes
	Nature:	Tour of pharmaceutical manufacturing plant
	Size:	50 or less
	Interest:	Sr. high (15 years or older)
	Remarks:	Can provide lunch or refreshments, samples available
FO (Health) 15	Type:	Pharmacy
	Time:	Open
	Length:	Open
	Nature:	See pharmacy
	Interest:	Sr. high

FT (Health-Pub.Serv.) 16	Type:	University Behlen Laboratory of Physics
	Time:	Open
	Length:	120 minutes
	Nature:	Tour of Behlen lab with short stops at current experiments
	Size:	10 or less
	Interest:	Sr. high (for students interested in Physics; will accept general science classes)
FT (Health-Pub.Serv.) 17	Type:	University Department of Chemistry
	Time:	Between 9:00 a.m. - 5:00 p.m. Monday through Friday
	Length:	30 - 60 minutes
	Nature:	Visits to research and teaching laboratories and facilities in the new Hamilton Hall of Chemistry
	Size:	Open
	Interest:	Any with interests in Chemistry
	Remarks:	The facilities are comparable to most Universities in the U.S.

HOSPITALITY AND RECREATION

CODE

FT (Hosp.-Rec.) 1	Type:	Fairview - W.J. Bryan's Home
	Time:	Thursday, Saturday and Sunday 1:00 p.m - 4:00 p.m. through Fair week
	Length:	30 - 45 minutes
	Nature:	Home of Nebraska's famed "Golden Orator," William Jennings Bryan, has been restored and is now open to the public April to September. Detailed photographs of the home taken in 1908 were used to refurnish the house and decorate the rooms because the Bryans relocated in Florida in 1912. Until 1961, the home was used as a dorm for student nurses
	Size:	Approximately 25, guides provided.
	Interest:	9 years and older
	Remarks:	Group tours of 20 adults and more are 20 cents per adult, regular charges are 25 cents adult and school groups are always free

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	Interest:	Of interest to --
	Remarks:	

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FT (Hosp.-Rec.) 2	Type:	Governor's Mansion
	Time:	April 1 to November 1 only; Thursdays between 10:00 a.m. - 11:00 a.m., 2:00 p.m. - 3:30 p.m.
	Length:	15 minutes
	Nature:	Tour entire 1st floor
	Size:	20 or less
	Interest:	K-12

FT (Hosp.-Rec.) 3	Type:	Home for children
	Time:	Between 1:00 p.m. - 4:00 p.m., no tours during morning hours
	Length:	30 minutes
	Nature:	During school hours, children might see the housing situation and hear of the organization and plan for the children. Tour of the home would show the bedroom dorms, the dining hall, the kitchen, etc.
	Interest:	Elementary
	Remarks:	Schedule tour in advance
FT (Hosp.-Rec.) 4	Type:	Hotel
	Time:	Between 9:30 a.m. - 11:00 a.m., 2:00 p.m. - 4:00 p.m., Monday through Friday
	Length:	60 minutes
	Nature:	See a complete "behind the scenes" tour of the hotel, including the main kitchen, laundry and offices
	Size:	Any size
	Interest:	K-12
	Remarks:	Arrange tours one week in advance
FT (Hosp.-Rec.) 5	Type:	Thomas P. Kennard Home
	Time:	Sunday: 2:00 p.m. - 5:00 p.m., Tuesday through Saturday 9:00 a.m. to 4:00 p.m.
	Length:	45 minutes
	Nature:	Entire restored house is open to the public
	Size:	Open
	Interest:	K-12 except very young children
	Remarks:	Reservations not required
FT (Hosp.-Rec.) 6	Type:	Lincoln City Libraries
	Time:	Main library hours 9:00 a.m. - 9:00 p.m., Monday through Friday, 9:00 a.m. - 6:00 p.m. Saturday, 1:30 p.m. - 5:30 p.m. Sunday or branch hours
	Length:	30 - 60 minutes
	Nature:	Tour of library facility and talk on library service program and activities. (Main library and branches)
	Size:	Main library - 20, 25 or more. Branch libraries 20, 25
	Interest:	K-12
	Remarks:	Distribution materials including booklists, descriptive brochures on library service, programs, etc.
FT (Hosp.-Rec.) 7	Type:	Parks and recreation department
	Time:	Between 8:00 a.m. - 4:30 p.m.
	Length:	60 minutes
	Nature:	Tour facilities and activities
	Size:	10 - 15
	Interest:	K-12

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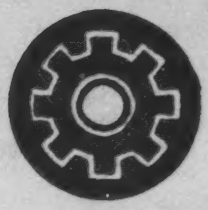
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (Hosp.-Rec.) 8	Type:	University of Nebraska State Museum/ Planetarium
	Time:	Slide orientation - 9:00 a.m. - 4:00 p.m. Plastic Woman - 9:00 a.m. - 3:00 p.m. Planetarium - make arrangements 2 weeks in advance for sky show
	Length:	Slide orientation: 25 minutes Ceres, the Plastic Woman: 25 minutes Planetarium: 40 minutes
	Nature:	We suggest that your visit begin with a 25 minute orientation which is an introductory slide tour designed to familiarize your group with the variety of displays and the general natural history theme of the Museum. Many actual specimens are brought out during the orientation to increase student's interest and understanding. We recommend that the orientation be followed by a teacher-guided Audio-Tour of the exhibits of special interest to the group. Each teacher is provided with two portable loudspeakers for $1.50 which allows a class to be divided into smaller groups enabling everyone to easily hear the "talking labels." A demonstration in the Health Gallery of Ceres is also available.
	Size:	The Planetarium will hold about 100 persons. More than 100 may tour the Museum at once It is desirable to inform the Museum when you plan to visit, regardless of size.
	Interest:	K-12
	Remarks:	The Museum is known for its Hall of Elephants, the natural habitat groups, animals of ages in the past, animals of the current age, animals from this and other parts of the world, two health galleries, human development and a display of the human body, early man displays, and rocks and minerals. Specific planetarium programs have been designed for grades 1-12 or a school group may choose to see the current public planetarium program.



MANUFACTURING

CODE

FT (Manf.) 1	Type:	Brick manufacturing company
	Time:	Open
	Length:	Depends on interest
	Nature:	View mining operations and manufacturing
	Size:	Open
	Interest:	Sr. high
	Remarks:	Arrange in advance
FT (Manf.) 2	Type:	Business form manufacturing company
	Time:	Afternoons
	Length:	60 - 90 minutes
	Nature:	See the manufacture of various business forms
	Interest:	Sr. high
FT (Manf.) 3	Type:	Clock company
	Time:	Advance notice
	Length:	30 minutes
	Nature:	View clock repair and making of parts, also watch repair
	Size:	15 or less
	Interest:	10 years and over
	Remarks:	An advertising gift is given to guests, if possible

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	Interest:	Of interest to --
	Remarks:	

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FTO (Manf.-Comm.) 4	Type:	Communications manufacturing plant
	Time:	3:15 p.m. or later
	Length:	45 minutes
	Nature:	View communications manufacturing plant. Maker of amateur and citizens band radio equipment
	Size:	15 or less
	Interest:	Sr. high
FT (Manf.) 5	Type:	Concrete pipe manufacturing company
	Time:	Between 10:00 a.m. - 3:30 p.m.
	Length:	45 - 60 minutes
	Nature:	View reinforcing fabrication and concrete pipe manufacture
	Size:	15 or less
	Interest:	Jr./Sr. high
FT (Manf.) 6	Type:	Furniture manufacturing company
	Time:	Open
	Length:	30 - 60 minutes
	Nature:	View furniture being made
	Interest:	K-12
FT (Manf.) 7	Type:	Meat packing plant
	Time:	Between 8:00 a.m. - 11:00 a.m.
	Length:	60 minutes
	Nature:	View meat slaughter and processing plant. The kill area might well be avoided but the refrigeration, cutting, marking, wholesale areas would be most interesting. Also, the specially processed meats such as weiners and the sausage would show many and varied methods
	Size:	5 - 45
	Interest:	Jr./Sr. high
FT (Manf.-Health) 8	Type:	Pharmaceutical manufacturing company
	Time:	Between 8:00 a.m. - 2:00 p.m.
	Length:	60 minutes
	Nature:	View pharmaceutical manufacturing
	Size:	Up to 50 at one time
	Interest:	15 years and older
	Remarks:	Can provide lunch or refreshments, samples available
FT (Manf.) 9	Type:	Potato chip factory
	Time:	Between 8:00 a.m. - 1:30 p.m.
	Length:	30 minutes
	Nature:	See where potatoes are brought in, watch processing and packaging
	Size:	15 - 20
	Interest:	K-12
	Remarks:	Free samples to guests. No tours Friday

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	Nature:	Nature of experience
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	Interest:	Of interest to --
	Remarks:	

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FT (Manf.) 10	Type:	Rubber products manufacturing company
	Time:	Morning tours start no later than 9:00 a.m. afternoon no later than 1:00 p.m.
	Length:	90 minutes
	Nature:	View manufacture of rubber products
	Size:	Open
	Interest:	Jr./Sr. high (under 12 not permitted in factory)
	Remarks:	Arrange for tour in advance
FT (Manf.) 11	Type:	Scientific instruments manufacturing company
	Time:	Between 8:00 a.m. - 3:00 p.m.
	Length:	60 minutes
	Nature:	View manufacture of scientific instruments for research
	Size:	10 - 60
	Interest:	K-12
FT (Manf.) 12	Type:	Sheet steel manufacturing company
	Time:	Between 9:00 a.m. - 4:00 p.m.
	Length:	30 - 60 minutes
	Nature:	View sheet steel manufacturing
	Size:	12 or less
	Interest:	Jr./Sr. high (must be 14 years old)
FT (Manf.-Con-Home) 13	Type:	Testing kitchen for food manufacturing company
	Time:	Between 9:00 a.m. - 10:00 a.m. and 1:00 p.m. - 3:00 p.m.
	Length:	60 minutes
	Nature:	Tour of test kitchen where cookies and coffee are served. Free sample dinner is given
	Size:	15 - 20
	Interest:	Jr./Sr. high
	Remarks:	Need several weeks notice

MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

FTO (Mkt.-Comm.) 1	Type:	Broadcasting equipment company
	Time:	As available
	Length:	Open
	Nature:	View broadcasting equipment such as TV cameras, monitors, video cassette players
	Size:	Open
	Interest:	Jr./Sr. high
FTO (Mkt.) 2	Type:	Car dealer
	Time:	Arranged
	Length:	Arranged
	Nature:	See showroom, new cars
	Interest:	Sr. high
	Remarks:	Arrange well in advance

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	Remarks:	

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FT (Mkt.-Bus.) 3	Type:	Clothing store
	Time:	Arranged
	Length:	30 minutes
	Nature:	Entire tour of store and operations is given, watch the preparation of items to be put on merchandise floor, see all the store services
	Size:	20
	Interest:	K-12
	Remarks:	Schedule tour one week in advance

FT (Mkt.-Health) 4	Type:	Dental supply company
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Open
	Nature:	View dental supply company
	Size:	15 or less
	Interest:	Jr./Sr. high
FTO (Mkt.-Con-Home) 5	Type:	Department store
	Time:	Open
	Length:	Open
	Nature:	Will tailor to suit age group and interest - bakery, cafeteria, kitchen, marking room, packaging, display, electronic data processing, personnel, advertising. Will also furnish a six month's agenda of impending promotions upon request. These may tie in with social studies such as their "Hail, Britannica," "Import Bazaar," "Hawaiian Holiday," etc.
	Interest:	K-12
	Remarks:	One week's notice. Largest food service in Great Plains
FTO (Mkt.) 6	Type:	Department store
	Time:	Schedule ahead
	Length:	Open
	Nature:	Auto service, warehouse, store manager, PBX, clerical, display, advertising sales films, cosmetics, interior decoration, training films and filmstrips available for check out
	Interest:	Jr./Sr. high
	Remarks:	Call thirty days in advance
FT (Mkt.-Const.) 7	Type:	Lumber company
	Time:	Schedule ahead
	Length:	20 - 30 minutes
	Nature:	Tour of lumber yard, watch production of lumber and various steps involved
	Size:	Any size
	Interest:	K-12
	Remarks:	Free samples given that vary from pencils to rulers
FO (Mkt.) 8	Type:	Department store
	Time:	Between 9:30 a.m. - 5:30 p.m.
	Length:	60 minutes
	Nature:	Must specify which occupation
	Size:	6 - 10 only
	Interest:	Jr./Sr. high

FO (Mkt.-Health) 9	Type:	Pharmacy
	Time:	Open
	Length:	Open
	Nature:	See pharmacy
	Interest:	Sr. high

Personal Service Occupations

CODE

FT (Per.Serv.) 1	Type:	Animal clinic
	Time:	Open
	Length:	Open
	Nature:	View veterinary clinic
	Size:	15 or less
	Interest:	K-12

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	Interest:	Of interest to --
	Remarks:	

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FT (Per.Serv.) 2	Type:	Mortuary
	Time:	Between 9:00 a.m. - 9:00 p.m.
	Length:	30 - 45 minutes
	Nature:	Tour of facilities with explanations
	Size:	Any size
	Interest:	K-12
	Remarks:	Booklets free
FT (Per.Serv.) 3	Type:	Animal shelter
	Time:	Between 2:00 p.m. - 4:00 p.m. weekdays
	Length:	30 - 45 minutes
	Nature:	Instructive tour of the shelter facility and a 10-minute talk on humane society purpose and activities
	Size:	20 - 30
	Interest:	K-12
	Remarks:	Pamphlets upon request. The "Snoopy" dog bank available to those who wish to leave some change for the animals

PUBLIC SERVICE

CODE

FT (Pub.Serv.) 1	Type:	Bank
	Time:	Between 9:30 a.m. - 10:30 a.m., 1:30 p.m. - 2:30 p.m.
	Length:	Open
	Nature:	View operations of the bank, see the works of art
	Size:	30 or less
	Interest:	Jr./Sr. high
FT (Pub.Serv.) 2	Type:	Bank
	Time:	Between 9:00 a.m. - 3:00 p.m.
	Length:	30 - 60 minutes
	Nature:	View the bank and related financial services for the community
	Size:	25 or less
	Interest:	Jr./Sr. high
	Remarks:	Limited "give-away" items available. See complete banking operation including main vault, computer room, money sorting and wrapping, photographing of checks, and an opportunity to hold and examine $500 and $1000 bills
FO (Pub.Serv.) 3	Type:	Bank
	Time:	Open
	Length:	Open
	Nature:	Topic: drive-in banking and loans
	Size:	To be arranged
	Interest:	Sr. high
FT (Pub.Serv.-Comm.) 4	Type:	Braille Foundation
	Time:	Between 9:00 a.m. - 11:30 a.m., 2:00 p.m. - 4:00 p.m., Wednesday and Thursday
	Length:	45 - 60 minutes
	Nature:	This is the United States Headquarters of this foundation. Classes could see all the devices prepared such as braille magazines, talking records, talking books, a braille lending library taped material. Children would be there preparing for other schooling situations such as Nebraska City
	Size:	Any size
	Interest:	K-12
	Remarks:	Samples of materials and descriptive brochures upon request

FTO (Pub.Serv.-Bus.) 5	Type:	Computing center
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	30 - 60 minutes
	Nature:	Tour and/or discussion of computer facility
	Size:	12 or less
	Interest:	Jr./Sr. high
	Remarks:	Can tailor to interests of group. This is a large computer facility which provides an opportunity for direct access from 60 remote points. This facility completes up to 200,000 computer tasks daily. It has the capacity to do as much computation in 5 minutes as a man could perform with paper and pencil in 50 years. Not available last 3 weeks of semester.

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	Remarks:	

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FTO (Pub.Serv.) 6	Type:	Electric company
	Time:	Arrange in advance
	Length:	25 to 30 minutes
	Nature:	Tour through plant and its operations. System control, dispatching, telephone room, control of power - coming in - going out.
	Size:	25 - 30
	Interest:	Jr./Sr. high
	Remarks:	Pamphlets, brochures upon request
FT (Pub.Serv.-Const.) 7	Type:	Engineering
	Time:	1:00 p.m. to 10:00 p.m. Friday and 10:00 a.m. to 5:00 p.m. Saturday during the Annual Engineer's Week Open House (in April)
	Length:	90 minutes or more
	Nature:	Open house with many exhibits
	Size:	Any size group
	Interest:	K-12
	Remarks:	Annual event (Engineer's week) is planned and conducted by engineering students. It attracts several thousands of people of all ages each year

FT (Pub.Serv.) 8	Type:	Fire department
	Time:	Between 10:00 a.m. - 3:00 p.m.
	Length:	30 - 45 minutes
	Nature:	Tour of headquarters or 8 other stations
	Size:	20 - 30
	Interest:	K-12
FT (Pub.Serv.-Ag.) 9	Type:	Hatchery
	Time:	Between 1:00 p.m. - 5:00 p.m.
	Length:	30 - 45 minutes
	Nature:	View the hatching of chickens and turkeys
	Size:	Open
	Interest:	Elementary
	Remarks:	Not always hatching but can tour complex: view new research
FT (Pub.Serv.-Ag.) 10	Type:	Meat laboratory
	Time:	Between 1:00 p.m. - 5:00 p.m.
	Length:	30 - 45 minutes
	Nature:	View meat processing and evaluation
	Size:	Open
	Interest:	Sr. high
FT (Pub.Serv.) 11	Type:	Penal complex
	Time:	Between 9:00 a.m. - 10:00 a.m. and 1:00 p.m. - 2:00 p.m. Monday through Friday
	Length:	45 minutes
	Nature:	Tour of minimum security facilities and skill training center
	Size:	50
	Interest:	Jr./Sr. high
	Remarks:	Brief daytime tours are available Monday through Friday except holidays. No weekend tours. Tour route includes trusty dormitory, hobby room, skill training center. The guide will explain the operation of the institution and answer questions. This tour is open to any age group but is recommended for junior high school age and above. No jeans of any type, cut offs or bermuda shorts permitted. Dresses must be of reasonable length.
FTO (Pub.Serv.) 12	Type:	Police department
	Time:	Weekdays and evenings but must be arranged in advance
	Length:	30 - 45 minutes
	Nature:	See assembly room, visiting room, detective bureau and others. Size of group and age determine to a great extent what can be seen
	Size:	20 - 30
	Interest:	K-12
	Remarks:	We can fingerprint individuals on small billfold size card if they so desire. Our manpower shortage limits number of groups we can handle on any given day. Prefer Intermediate/Jr./Sr. high. K-9 ask your resource office to set up tour for you.

FTO (Pub.Serv.) 13	Type:	Post office
	Time:	Open
	Length:	Open
	Nature:	Tour post office
	Interest:	Intermediate and above
	Remarks:	Avoid 1st and last 2/3 days of each month

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FT (Pub.Serv.- Const.- Envir.) 14	Type:	School of environmental development
	Time:	By arrangement
	Length:	60 minutes
	Nature:	Tour and discussion of student projects
	Size:	Open
	Interest:	K-12
	Remarks:	Since students exhibitions form the basis of tours in architecture, it is suggested that groups plan tours between November and May
FT (Pub.Serv.) 15	Type:	State patrol
	Time:	Between 8:00 a.m. to 5:00 p.m.
	Length:	30 - 60 minutes
	Nature:	Explanation of facilities and duties. See headquarters, communications center, criminal division, if possible
	Size:	25
	Interest:	K-12
	Remarks:	Free safety literature if desired
FT (Pub.Serv.) 16	Type:	Tax administration
	Time:	Between 9:00 a.m. - 11:00 a.m., 2:00 p.m. - 4:00 p.m.
	Length:	60 minutes
	Nature:	Tax administration
	Size:	20 - 25
	Interest:	Jr./Sr. high

FT (Pub.Serv.-Ag.) 17	Type:	Tractor testing laboratory
	Time:	Between 1:00 p.m. - 5:00 p.m.
	Length:	30 - 45 minutes
	Nature:	View the method by which all tractors coming into Nebraska are tested
	Size:	Open
	Interest:	Jr./Sr. high
	Remarks:	Given ample notice, can do demonstration
FT (Pub.Serv.-Health) 18	Type:	University Behlen Laboratory of Physics
	Time:	Open
	Length:	120 minutes
	Nature:	Tour of Behlen Lab with short stops at current experiments
	Size:	10 or less
	Interest:	Sr. high
	Remarks:	For students interested in Physics. Will accept general science classes
FT (Pub.Serv.-FA) 19	Type:	University Department of Art
	Time:	By arrangement
	Length:	60 minutes
	Nature:	Tour of art classrooms to view work in progress and completed works
	Size:	30
	Interest:	Jr./Sr. high art classes only
	Remarks:	Must have adequate advance notice
FT (Pub.Serv.-Health) 20	Type:	University Department of Chemistry
	Time:	Between 9:00 a.m. - 5:00 p.m.
	Length:	30 - 60 minutes
	Nature:	Visits to research and teaching laboratories and facilities in the new Hamilton Hall of Chemistry
	Size:	Open
	Interest:	Sr. high
	Remarks:	The facilities are comparable to most Universities in the U.S.
FT (Pub.Serv.-FA) 21	Type:	University Department of Speech and Drama
	Time:	By arrangement
	Length:	30 - 45 minutes
	Nature:	Tour and discussion of speech and drama
	Size:	30 or less
	Interest:	Students interested in drama

FT (Pub.Serv.) 22	Type:	Nebraska Wesleyan University
	Time:	Between 8:00 a.m. - 5:00 p.m. Monday through Friday, 8:00 a.m. - 12:00 a.m. Saturday
	Length:	Arranged in advance
	Nature:	General tour of campus. Specials: Elder Gallery, Olin Hall of Science including planetarium, Enid Miller Theatre and Loft, music, art, etc.
	Size:	No limit
	Interest:	K-12
	Remarks:	Packets of promotional materials are given to groups when appropriate. Planetarium is not for public use but part of tours and activity for school and church groups

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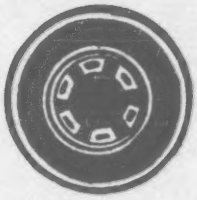

TRANSPORTATION

CODE

FT (Trans.) 1	Type:	Airport
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Depends on involvement
	Nature:	View the hangers, weather bureau, flight service station, air traffic control tower
	Size:	Any size
	Interest:	K-12
FTO (Trans.) 2	Type:	Bus system
	Time:	Open
	Length:	Open
	Nature:	View city bus garage and offices. Discuss careers within
	Size:	Open
	Interest:	K-12
FTO (Trans.) 3	Type:	Bus terminal
	Time:	Open
	Length:	Open
	Nature:	View bus terminal. Discuss careers within
	Size:	Open
	Interest:	K-12

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	Remarks:	

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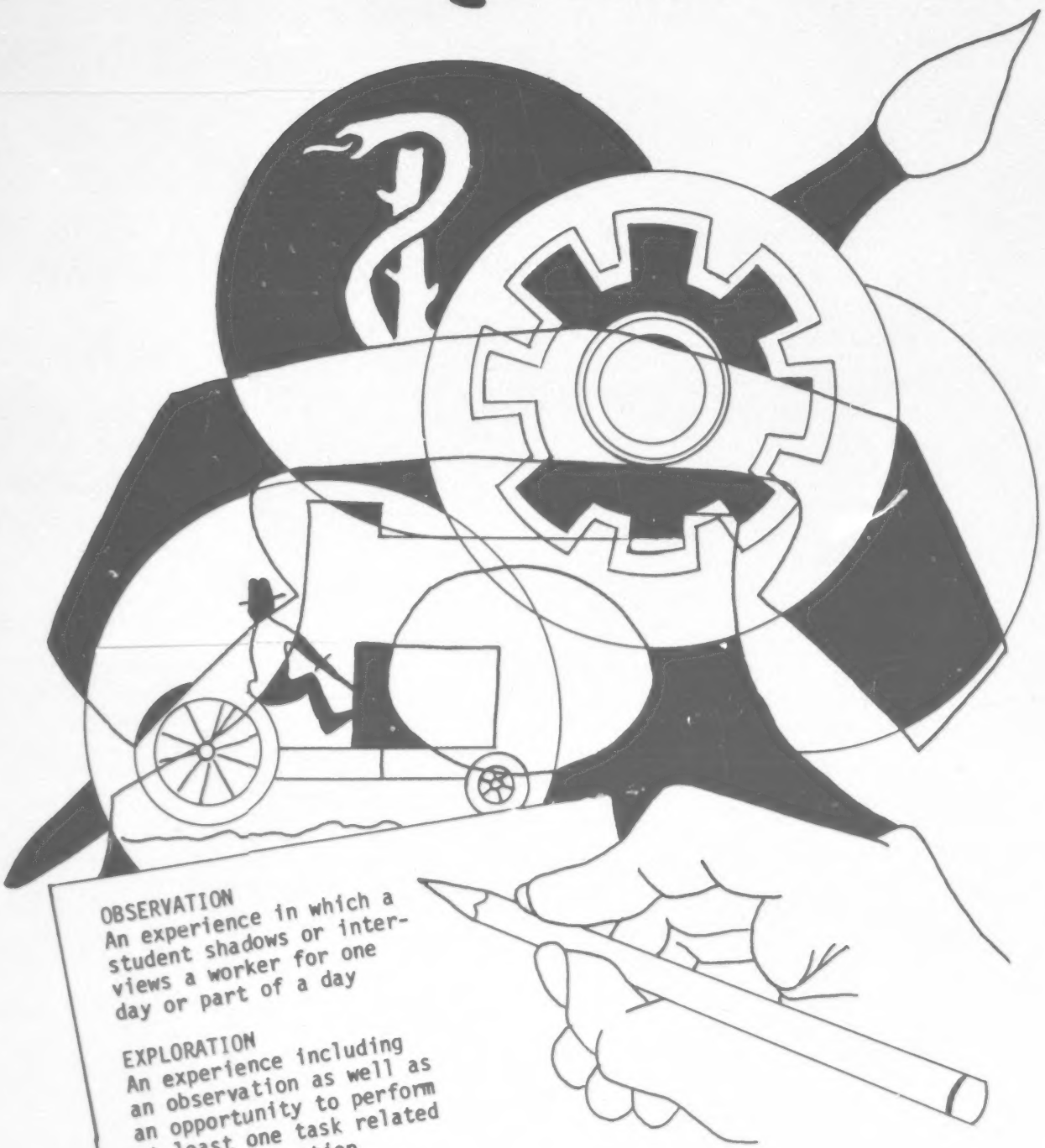
FTO (Trans.) 4	Type:	Railroad
	Time:	Schedule in advance
	Length:	Schedule in advance
	Nature:	View various details of the railroad and its operations. Careers in trades: mechanic, pipefitter, electrician, painter, carpenter, carman, welder, sheet metal worker, blacksmith. Operations: switchman, brakeman, conductor, locomotive engineer, laborer. Clerical and technical: draftsman, press operator, communications worker.
	Interest:	K-12
FTO (Trans.) 5	Type:	Trucking company
	Time:	Open
	Length:	Open
	Nature:	View dock-loading and unloading. See handling of freight such as tires, fire extinguishers, man hole covers, carpets, books, farm machinery, cable
	Size:	10 or less
	Interest:	K-12
	Remarks:	Must schedule trip before 9:00 a.m. More to see on evening shift at 5:00 p.m.
FTO (Trans.) 6	Type:	Trucking firm
	Time:	Open
	Nature:	Trucking
	Size:	Large groups
	Interest:	K-12
	Remarks:	Wants to know the goal of teacher ahead of time
FTO (Trans.) 7	Type:	Trucking firm
	Time:	Open
	Nature:	View trucking firm. See careers of diesel driver and dispatcher
	Interest:	K-12
	Remarks:	No tours on Mondays

placement



OBSERVATION
An experience in which a student shadows or interviews a worker for one day or part of a day

EXPLORATION
An experience including an observation as well as an opportunity to perform at least one task related to that occupation

VOLUNTEER SERVICES
Placement in which students may volunteer their time to community agencies

AGRI-BUSINESS AND NATURAL RESOURCES

CODE

PO (Ag) 1	Type:	Agronomy
	Time:	Open
	Length:	4 hours
	Nature:	Observe a geneticist
	Size:	1
	Interest:	Sr. high
POE (Ag.-Envir.-Mar.Sci.-Hosp-Rec.) 2	Type:	Game and Parks Commission
	Time:	Open
	Length:	4 - 8 hours
	Nature:	Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/or cinematography). Exploration possible only in photography area
	Size:	1
	Interest:	Jr./Sr. high
POE (Ag) 3	Type:	Nursery and garden center
	Time:	Open
	Length:	2 hours
	Nature:	Observe nursery person grafting, potting, taking cuttings, seeding and transplanting. Exploration possible
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Available January to March only

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	Remarks:	

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POE (Ag-Const.) 4

Type:	Land surveying company
Time:	Open
Length:	1 - 8 hours
Nature:	Observe a land surveyor. Exploration includes measuring, giving line through a transit
Size:	1
Interest:	Jr./Sr. high
Remarks:	Exploration limited to 18 year olds

BUSINESS AND OFFICE OCCUPATIONS

CODE

PO (Bus.) 1	Type:	Accounting firm
	Time:	Open
	Length:	60 minutes
	Nature:	Interview an accountant
	Size:	1
	Interest:	Jr./Sr. high

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	Interest:	Of interest to --
	Remarks:	

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PE (Bus.) 2	Type:	Computer institute
	Time:	Open
	Length:	90 minutes
	Nature:	Students have opportunity to run computer, run program, code and punch
	Size:	Open
	Interest:	Jr./Sr. high in business education
	Remarks:	Prefer high school students
PO (Bus.) 3	Type:	Data processing
	Time:	Open
	Length:	60 minutes
	Nature:	Interview a data processing supervisor
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Possible 2nd semester '74-75

COMMUNICATION AND MEDIA

CODE

PO (Comm.-FA) 1	Type:	Advertising agency
	Time:	Open
	Length:	2-4 hours
	Nature:	Observe an account executive, copy writer, or commercial artist
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Prefers high school age, but will take Jr. high
PO (Comm.) 2	Type:	Radio announcer
	Time:	Open
	Length:	2-4 hours
	Nature:	Observe a disc jockey
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	No observations during December

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

POE (Comm.-FA) 3	Type:	Art gallery
	Time:	Open
	Length:	Open
	Nature:	Observe an art gallery director, a curator, art education director, film director, art shop supervisor. Exploration experiences available in cataloging, setting up an exhibition, assisting with tours
	Size:	Open
	Interest:	Sr. high
	Remarks:	Students interested in art
POE (Comm.) 4	Type:	Printing company
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe occupations within printing company Exploration possible.
	Size:	1
	Interest:	Sr. high
	Remarks:	Must be student with a definite interest in printing
POE (Comm.-Manf.) 5	Type:	Communications electronics manufacturing firm
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe in the plant, tool and dye area, machine shop. Exploration possible such as handing a tool to someone
	Size:	Open
	Interest:	Sr. high (16 and older)

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*HOW TO USE THIS SECTION

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CONSTRUCTION

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*HOW TO USE THIS SECTION

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Identification Code		
	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

PO (Const.) 1	Type:	Architecture
	Time:	Open
	Length:	1-2 hours
	Nature:	Interview an architect
	Size:	1
	Interest:	Jr./Sr. high
POE (Const.-Ag.) 2	Type:	Land surveying company
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe a land surveyor. Exploration includes measuring, giving line through a transit
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Exploration limited to 18 year olds
POE (Const.-Con-Home) 3	Type:	Interior decorating firm
	Time:	Open
	Length:	1-4 hours
	Nature:	Observe an interior designer at work. In exploration, perform one task in interior design studio
	Size:	1
	Interest:	Sr. high

CONSUMER AND HOMEMAKING -- RELATED OCCUPATIONS

CODE

PO (Con -Home-Mkt.) 1	Type:	Department store
	Time:	Open
	Length:	Open
	Nature:	Teacher/school staff needs to identify area that student wants to observe in. Buyer not possible.
	Size:	1
	Interest:	Jr./Sr. high
POE (Con-Home-Const.) 2	Type:	Interior decorating firm
	Time:	Open
	Length:	1-4 hours
	Nature:	Observe an interior designer at work. In exploration, perform one task in interior design studio
	Size:	1
	Interest:	Sr. high
PO (Con-Home) 3	Type:	Modeling--department store
	Time:	Between 9:30 a.m. and 4:00 p.m.
	Length:	1-4 hours
	Nature:	Interview or observe a modeling director of a department store
	Size:	1
	Interest:	Jr./Sr. high
PO (Con-Home) 4	Type:	Nursery school/day care center
	Time:	Between 8:00 a.m. and 5:00 p.m.
	Length:	Open
	Nature:	Observe a day care center or nursery school
	Size:	Open
	Interest:	Jr./Sr. high

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

ENVIRONMENT

CODE

POE (Envir.-	Type:	Game and Parks Commission
Ag.-	Time:	Open
Mar.Sci.-	Length:	4-8 hours
Hosp.Rec.) 1	Nature:	Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/or cinematography). Exploration possible only in photography area
	Size:	1
	Interest:	Jr./Sr. high

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*HOW TO USE THIS SECTION

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FINE ARTS

CODE

PO (FA-Comm.) 1	Type:	Advertising
	Time:	Open
	Length:	2-4 hours
	Nature:	Observe an account executive, a copy writer, or a commercial artist
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Prefers high school age, but will take Jr. high
POE (FA) 2	Type:	Community theatre
	Time:	Morning-evening, Afternoon-evening
	Length:	Open
	Nature:	Might observe play practice, help hang lights, etc.
	Size:	Open
	Interest:	Jr./Sr. high
	Remarks:	Jr. high students would observe/explore children's theater. If student could come morning and evening or afternoon and evening, it would be best.

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

POE (FA-Comm.)	3	Type:	Art gallery
		Time:	Open
		Length:	Open
		Nature:	Observe an art gallery director, a curator, art education director, film director, art shop supervisor. Exploration experiences available in cataloging, setting up an exhibition, assisting with tours
		Size:	Open
		Interest:	Sr. high
		Remarks:	Students interested in art

HEALTH

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*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the mat rial, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length;	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

PO (Health-Pub.Serv.) 1	Type:	Chemistry department
	Time:	Open
	Length:	Open
	Nature:	Observe any type of chemist available
	Size:	1
	Interest:	Sr. high
PO (Health) 2	Type:	Dentist's office
	Time:	Open
	Length:	2-8 hours
	Nature:	Observe a dentist
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	When a patient prefers confidentiality, the student will wait in another room
PO (Health) 3	Type:	Dentist's office
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe a dentist
	Size:	1
	Interest:	Jr./Sr. high

PO (Health) 4	Type:	Dentist's office
	Time:	Open
	Length:	4 hours
	Nature:	Observe a dentist or a dental hygienist
	Size:	1
	Interest:	Jr./Sr. high
PO (Health) 5	Type:	Hospital
	Time:	To be arranged
	Length:	1 hour
	Nature:	Interview a hospital employee
	Size:	1
	Interest:	Sr. high
PO (Health) 6	Type:	Hospital
	Time:	Open
	Length:	4-8 hours
	Nature:	Interview or observe operating room trainee, physical therapy unit personnel, surgi-center personnel, other if possible
	Size:	1
	Interest:	Sr. high - 14 and up
	Remarks:	Whether an interview or observation depends upon occupation and hospital rules
PO (Health) 7	Type:	School of nursing
	Time:	Mornings
	Length:	1-4 hours
	Nature:	Sit in on regular classes
	Size:	Open
	Interest:	Jr./Sr. high
	Remarks:	Length depends on age of student
PO (Health) 8	Type:	Orthopedic clinic
	Time:	Open
	Length:	4 hours
	Nature:	Observe a physical therapist
	Size:	1
	Interest:	Sr. high

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Identification Code		
	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Health) 9	Type:	Pharmacy
	Time:	Open
	Length:	Open
	Nature:	Observe a pharmacist
	Size:	1
	Interest:	Sr. high
POE (Health) 10	Type:	Pharmacy
	Time:	Open
	Length:	4-6 hours
	Nature:	Observe a pharmacist. Explore how to work with patient in front of store, fill a prescription, mark merchandise.
	Size:	1
	Interest:	Sr. high
POE (Health) 11	Type:	Pharmacy
	Time:	Open
	Length:	Open
	Nature:	Observe a pharmacist; exploration possible.
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Might stay 1-2 days, if exploration
PO (Health) 12	Type:	Physicians' Clinic
	Time:	Open
	Length:	Open
	Nature:	Observe a pediatrician
	Size:	1
	Interest:	Sr. high
PO (Health) 13	Type:	Physician's office
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe a physician specializing in internal medicine
	Size:	1
	Interest:	Sr. high
PO (Health) 14	Type:	Physician's office
	Time:	Monday and Tuesday, Thursday and Friday
	Length:	2 days -- 8:00 a.m. until 5:00 p.m.
	Nature:	Observe opthalmalogist, nurse, optometrist, optician, contact lens assistant. Exploration possible
	Size:	1
	Interest:	Sr. high
	Remarks:	Physician recommends a 2-day experience
PO (Health) 15	Type:	Physician's office
	Time:	Open
	Length:	Open
	Nature:	Interview a surgeon
	Size:	1
	Interest:	Jr./Sr. high

PO (Health) 16	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview a thoracic/cardivascular surgeon
	Size:	1
	Interest:	Sr. high
PO (Health) 17	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview a specialist in pediatrics and adolescent medicine
	Size:	1
	Interest:	Sr. high
PO (Health) 18	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview an Ophthalmologist
	Size:	1
	Interest:	Sr. high
POE (Health) 19	Type:	Physician's office
	Time:	Open
	Length:	1-8 hours
	Nature:	Interview/observe an Ophtalmologist
	Size:	1
	Interest:	Sr. high
PE (Health) 20	Type:	Physician's office
	Time:	Open
	Length:	4-8 hours
	Nature:	Orthepedic surgeon
	Size:	1
	Interest:	Sr. high
	Remarks:	Crippled Children's Clinics only - Thursdays. Mature students requested

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Health) 21	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview a pathologist
	Size:	1
	Interest:	Jr./Sr. high
PO (Health) 22	Type:	Psychologist
	Time:	Open
	Length:	One hour
	Nature:	Interview a school psychologist
	Size:	1
	Interest:	Sr. high
PE (Health - 23 Pub.Serv.)	Type:	School for acoustically handicapped
	Time:	Open
	Length:	Open
	Nature:	Explore working with acoustically handicapped children
	Size:	1
	Interest:	Sr. high
	Remarks:	Juniors and seniors in high school only
POE (Health- 24 Pub.Serv.)	Type:	School for retarded children
	Time:	Open
	Length:	Open
	Nature:	Observe retarded children in an educational setting. Exploration possible
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Student might be able to assist teacher

HOSPITALITY AND RECREATION

CODE

POE (Hosp-Rec.-Ag.-Envir.-Mar.Sci.) 1	Type:	Game and Parks Commission
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/or cinematography). Exploration possible only in photography area
	Size:	1
	Interest:	Jr./Sr. high

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

MARINE SCIENCE OCCUPATIONS

CODE

POE (Mar.-Sci.-Ag.-Envir.-Hosp.Rec.) 1	Type:	Game and Parks Commission
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/or cinematography). Exploration possible only in photography area
	Size:	1
	Interest:	Jr./Sr. high

---

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

MANUFACTURING

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	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

POE (Comm.-Manf.) 1	Type:	Communications electronics manufacturing firm
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe in the plant, tool and dye area, machine shop. Exploration possible such as handing a tool to someone
	Size:	Open
	Interest:	Sr. high (16 and older)

MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

PO (Mkt.) 1	Type:	New car dealer
	Time:	Arranged
	Length:	Arranged
	Nature:	Observe sales person
	Size:	1
	Interest:	Sr. high
	Remarks:	Arrange well in advance
PO (Mkt.-Health) 2	Type:	Pharmacy
	Time:	Open
	Length:	Open
	Nature:	Observe a pharmacist
	Size:	1
	Interest:	Sr. high

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Mkt.-Con-Home) 3	Type:	Department store
	Time:	Open
	Length:	Open
	Nature:	Teacher/school staff needs to identify area that student wants to observe in. Buyer - not possible
	Size:	1
	Interest:	Jr./Sr. high

PERSONAL SERVICES OCCUPATIONS

CODE

POE (Per.Serv.)	1	Type:	Veterinarian
		Time:	Open
		Length:	2-8 hours
		Nature:	Observe a veterinarian. Exploration possible
		Size:	1
		Interest:	Jr./Sr. high
		Remarks:	High school students participating in exploration may be allowed to assist in operation, performing one task

PUBLIC SERVICE

CODE

POE (Pub.Serv.) 1	Type:	Bank
	Time:	Open
	Length:	Open
	Nature:	Observe banker. Exploration possible
	Size:	1
	Interest:	Sr. high
	Remarks:	Must visit extensively with teacher or school staff regarding this experience

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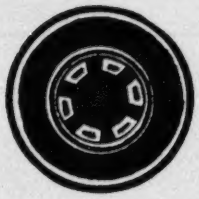
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Health-Pub.Serv.) 2	Type:	Chemistry department
	Time:	Open
	Length:	Open
	Nature:	Observe any type of chemist available
	Size:	1
	Interest:	Sr. high
PO (Pub.Serv.) 3	Type:	Electric company
	Time:	Open
	Length:	Open
	Nature:	Observe meter shop employees repairing meters. May be a possibility of other observations such as linemen
	Size:	1
	Interest:	Jr./Sr. high

PO (Pub.Serv.) 4	Type:	Fire department
	Time:	Only available during training sessions
	Length:	4-8 hours
	Nature:	Observe training facilities
	Size:	1
	Interest:	Sr. high
PO (Pub.Serv.) 5	Type:	Law firm
	Time:	Open
	Length:	One hour
	Nature:	Interview a lawyer. Introduction to trial law and corporation law. Will give schedules of upcoming trials to students. Will tell them the type of trial and points to watch for. Would attend trial by themselves
	Size:	Open
	Interest:	Jr./Sr. high
POE (Pub.Serv.) 6	Type:	Post office
	Time:	Open
	Length:	Open
	Nature:	Observe a postal worker. Exploration possible
	Size:	1
	Interest:	Jr./Sr. high
PE (Pub.Serv.-Health) 7	Type:	School for acoustically handicapped
	Time:	Open
	Length:	Open
	Nature:	Explore working with acoustically handicapped children
	Size:	1
	Interest:	Sr. high
	Remarks:	Juniors and seniors in high school only
POE (Pub.Serv.-Health) 8	Type:	School for retarded children
	Time:	Open
	Length:	Open
	Nature:	Observe retarded children in an educational setting. Exploration possible
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Student might be able to assist teacher
PO (Pub.Serv.) 9	Type:	State patrol
	Time:	Open
	Length:	1-2 hours
	Nature:	Observe training center
	Size:	1
	Interest:	Jr./Sr. high



TRANSPORTATION

CODE

PO (Trans.) 1	Type:	Aviation
	Time:	Open
	Length:	Open
	Nature:	Interview/observe a pilot
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Ground observation only
POE (Trans.) 2	Type:	Bus terminal
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe personnel working in bus terminal Exploration possible
	Size:	1
	Interest:	Jr./Sr. high
PO (Trans.) 3	Type:	City bus garage and offices
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe city bus personnel working in garage and offices
	Size:	1
	Interest:	Jr./Sr. high

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Trans.) 4	Type:	Railroad
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe trades: mechanic, pipefitter, electrician, painter, carpenter, carman, welder, sheet metal worker, blacksmith. Operations: switchman, brakeman, conductor, locomotive engineer, laborer. Clerical: (general) messenger, file clerk, mail desk clerk, receptionist, typist, yard clerk, teletype operator, accounting, computer operator, clerical specialist, office machine operator, keypunch, general clerk, stenographer, switchboard operator. Technical: draftsman, press operator, communications worker.
	Size:	1
	Interest:	Sr. high
POE (Trans.) 5	Type:	Trucking
	Time:	Open
	Length:	Open
	Nature:	Observe occupations in a trucking company Exploration possible
	Size:	1
	Interest:	Jr./Sr. high
POE (Trans) 6	Type:	Trucking
	Time:	Open - Tuesday through Friday
	Length:	4-8 hours
	Nature:	Observe a diesel driver or dispatcher
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	No rides allowed in trucks - individual observer can sit in a cab. Exploration only with dispatcher

VOLUNTEER SERVICES

CODE

PV 1	Type:	Juvenile delinquency prevention center
	Nature:	(1) Limited casework, (2) organize/ plan learning center, (3) statistical, analysis assistant, (4) group participation with youth
	Skills:	(1) Knowledge of community agencies and interest in social services, (2) ability to plan educationally-related activities and seek donations on needed books, materials, (3) knowledge of statistical record keeping, (4) ability to plan and participate in group activities.
	Time:	4 - 8 hours per week
	Number:	8
	Age:	Sr. high -- 15 years minimum
	Remarks:	Will provide further training

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*HOW TO USE THIS SECTION

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of student for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 2	Type:	Senior diners program
	Nature:	Clerical, serving meals, programs and activity
	Skills:	Ability to follow instructions, relate to older people
	Time:	1 - 2 hours per day, Monday through Friday between 9:30 a.m. and 1:30 p.m.
	Number:	7
	Age:	Jr./Sr. high
	Remarks:	Will provide training

PV 3	Type:	Mental health therapy and related services agency
	Nature:	(1) Client contact, (2) client analysis, (3) business management, (4) office procedures
	Skills:	(1,2,3,4) Self-awareness, warmth, willingness to learn, (3,4) ability to conceptualize, plan and manage, (4) typing, general office skills
	Time:	2 - 4 hours weekly
	Number:	Varies
	Age:	(1,2,4) Sr. high, appropriate maturity level, (3) 17
	Remarks:	Will provide further training
PV 4	Type:	Birth control services
	Nature:	(1) Taking medical and social histories, (2) filing, addressing envelopes, etc.
	Skills:	(1) Ability to listen, to be non-judgemental, aware of culture influences, (2) ability to write neatly, accuracy
	Time:	(1) 2 - 3 hours per session, (2) 4 - 8 hours per week; between 9:00 a.m. and 9:00 p.m.
	Number:	1 - 2
	Age:	(1) Mature 16, 17-18, (2) 17
	Remarks:	Will provide further training
PV 5	Type:	Health agency
	Nature:	(1) Present anti-smoking program to 4th graders, (2) pack kits, (3) staff convention booths, (4) staff fund raising displays, (5) serve on committee to evaluate educational programs
	Skills:	Will train
	Time:	(1) Varies, (2) one Saturday in April, (3) October 23, 1974, 3:00 p.m. to 8:00 p.m.; October 24, 1974, 8:00 a.m. to 5:00 p.m., (4) varies, (5) 4 meetings per year
	Number:	1 - 2 from each high school
	Age:	(1) Seniors -recruited through physiology teachers at each high school, (2,3,4,5) sr. high
PV 6	Type:	American Red Cross
	Nature:	(1) Visit elderly or handicapped in homes, (2) water safety aide, (3) water safety instructor, (4) sewing, (5) assist a nurse in instructing classes in baby sitting and good grooming, (6) teach first aid to young children, (7) disaster preparedness, (8) make posters, displays, (9) work with junior high volunteers, (10) receptionist-secretary

PV 6 (cont'd)	Skills:	(1) Friendly, ability to make conversation easily, (2) ability to assist in swimming lessons, (3) same as 2, (4) ability to use sewing machine, follow simple patterns, (5) ability to speak to small group, follow directions, (6) same as 5, (7) none, (8) artistic, neat, able to letter, (9) have driver's license, (10) ability to type, be friendly.
	Time:	(1) daytime, as available, (2) evenings, (3) 4-6 hours per week, (4) 4-8 hours per week, (5) 4 hours per week, (6) 4 hours per week, (7) open, (8) varies, (9) 4-6 hours weekly, (10) 4-6 hours per week
	Number:	Open
	Age:	(1,3) 17 years; (2) 14 years; (5,6,9) 16 years or older; all others open
	Remarks:	Amount of training would depend upon assignment
PV 7	Type:	Community cultural center
	Nature:	(1) Receptionist and filing clerk, (2) working with children, (3) working with senior citizens, (4) coaching basketball, softball, modern dance, gymnastics
	Skills:	(1) Experience necessary, (2) none, (3) knowledge of arts and crafts, (4) knowledge of coaching area
	Time:	(1) 2:00 p.m. to 5:00 p.m., Monday through Friday, (2-4) weekends 4-6 hours, possible evenings
	Number:	Open
	Age:	14 years minimum

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*HOW TO USE THIS SECTION

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of student for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 8	Type:	Veteran's hospital
	Nature:	(1) Ward assistants, (2) lab assistants, (3) recreation aides
	Skills:	(1) Interest in nursing, (2) background in chemistry, (3) physical education, recreation, social activities
	Time:	Minimum of 2 hours at a time, Monday through Friday (1, 3) between 8:00 a.m. to 9:00 p.m., (2) between 8:00 a.m. and 4:30 p.m.
	Number:	Open
	Age:	15 years minimum
PV 9	Type:	In-home assistance
	Nature:	Visiting
	Skills:	Ability to communicate
	Time:	Amount varies, between 8:00 a.m. and 5:00 p.m.
	Number:	6
	Age:	14 years minimum
PV 10	Type:	Community center
	Nature:	(1) Office work (answer phone, check out equipment, keep attendance records), (2) youth workers (work with small groups of youngsters in game room and gym)
	Skills:	(1,2) Be neat, get along with others
	Time:	3:00 p.m. to 5:00 p.m., 7:00 p.m. to 10:00 p.m. Monday through Friday; 11:00 a.m. to 6:00 p.m. Saturdays. Minimum of 2 hours
	Number:	2 per time slot
	Age:	16 and above

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of student for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 11	Type:	Equal opportunity agency
	Nature:	Assist in filling out discrimination complaint forms and in publishing a news letter
	Skills:	Composition, ability to communicate, both orally and in writing
	Time:	Varies
	Number:	1
	Age:	17
	Remarks:	Thursday or Friday, either 2:00 p.m., 3:00 p.m., or 4:00 p.m.
PV 12	Type:	Young peoples' clubs administrative agency
	Nature:	Clerical (typing, filing, operating ditto and mimeo, answering phone, filing orders)
	Skills:	General office skills, typing helpful but not required
	Time:	2 hours per day, preferably 10:00 a.m. to 12:00 a.m.
	Number:	1
	Age:	16
	Remarks:	Could arrange afternoon placement
PV 13	Type:	Community center
	Nature:	(1) Coaching, (2) crafts, (3) supervision, (4) labor, (5) clerical
	Skills:	(1) Knowledge of sports, (2) imagination, ability to work with hands, (3) ability to get along with people, (4) desire to work, (5) typing, etc.
	Time:	2-5 hours per day, Monday through Friday (11:00 a.m. to 4:00 p.m.)
	Number:	2 each day
	Age:	Jr./Sr. high
	Remarks:	Some evening placement; 6:00 p.m. to 9:00 p.m.
PV 14	Type:	Telephone service
	Nature:	(1) Telephone volunteer, (2) evaluation committee, (3) publicity committee, (4) newsletter committee
	Skills:	(1,2) Will train, (3,4) knowledge of journalism or related fields
	Time:	(1) 4-6 hours weekly, (2,3,4) to be arranged
	Number:	1-2 students every hour, between 8:00 a.m. and 10:00 p.m.
	Age:	Jr./Sr. high

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Identification Code		
	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 15	Type:	Mental retardation agency
	Nature:	(1) Teacher aide - help one child with gross motor control, communication skills, creative interest center and music, (2) lunch program - help a child learn to feed himself as well as manners and coordination, (3) swimming helper - assist with swimming program focusing on one child with special needs, (4) cooking class - work with home economist in an adult cooking class helping clients learn to cook, measure, follow a recipe, etc., (5) art workshop - work with youth and adults in all areas of art helping clients with materials, etc., (6) recreation - help mentally retarded adolescents and adults learn to play softball, basketball, etc. and/or keep score or referee games.
	Skills:	(1) Interest in the mentally retarded, ability to work under supervision of a teacher, (2) ability to work with children, patience and willingness to learn. Food handler's permit and ability to handle food, (3) proficient swimmer interested in helping mentally retarded children. Ability to remove and put on braces, (4) desire to work with mentally retarded adults and ability to follow directions from instructor. Basic knowledge of cooking helpful, (5) interest in art and desire to work with the mentally retarded, (6) interest in working with the mentally retarded and enjoyment of sports
	Time:	(1) 2 hours per day, morning or afternoon, (2) 1 1/2 hours per day, 11:30 a.m. to 1:00 p.m., (3) 2 hours per week, (4) 2 hours per week on Wednesday evenings, (5) 2 hours per week Saturday afternoon, (6) 1 1/2 hours per week on Tuesday evenings

PV 15 (cont'd)	Number:	Total of 12 for teacher aides, lunch program and swimming helper, 5-6 for art workshop, 2-3 for recreation, 6-7 for cooking class
	Age:	(1,2,3) Sr. high, (4,5,6) seniors or mature looking 10th or 11th graders
	Remarks:	All volunteers will be given approximately 20% regular educational component to their 80% practical experience. An individual project will be required.
PV 16	Type:	Mental health center
	Nature:	(1) Recreation aides for adult day center -help plan field trips, picnics, etc. as well as lead indoor/outdoor games, sports, recreational activities for clients 18 and over, (2) current events discussion leaders for adult day center serving clients 18 and over, (3) recreation assistants for social get-together club serving former mental hospital patients living in board and room homes, (4) big brother program for boys under 12
	Skills:	(1) Interest in therapeutic recreation, knowledge of sports and games and ability to teach others (softball, volley-ball, badmitton, dancing, possibly guitar and piano). Knowledge of community recreation facilities, (2) good knowledge of current events and background information in government and history. Non-judgemental. Must know how to lead discussions, (3) recreation skills - games, sports, music, dancing. Ability to facilitate the involvement of clients in recreational activities. Conversational skills. Interest in community mental health programs. Ability to work with people 18 and over, (4) dependable, good male model, should enjoy younger boys and helping them develop their skills, ability to work under supervision of client's therapist.
	Time:	(1) 2 hours once or twice a week 1:00 p.m. to 3:00 p.m., Tuesday or Thursday for one semester, (2) 1 hour, once or more mornings per week between 9:30 a.m. and 11:00 a.m. for one semester, (3) 2-3 hours per week Wednesday evenings for one semester, (4) 2-3 hours per week. Time to be arranged. Could be after school or weekends. Must be available for entire school year.

PV 16 (cont'd)	Number:	(1) 16 students, (2) 16 students, (3) 16 students, (4) 16 male students
	Age:	16 years minimum
	Remarks:	In 1-3, students would be asked to work in pairs

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	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 17	Type:	Rehabilitation treatment center
	Nature:	Be a friend; take residents for walks or rides; play games with residents; care for residents in lounge or in their rooms; escort residents in walking or going by wheelchair to and from dining room; help residents to eat at meal time; escort residents to chapel; write letters for residents; escort residents to activities such as crafts, ceramics, cards, and games; fill water pitchers and replace linens; shop for a resident; provide evening entertainment such as piano music, bands, singing and instrumental music; plan parties such as bingo, special holiday parties, homemade ice cream gatherings, picnics, etc.; assist in crafts, share a hobby; assist at parties and picnics.
	Skills:	Qualities needed: happy, alert, well-groomed, a desire to please others
	Time:	3-6 hours per week, between 8:00 a.m. and 8:00 p.m., seven days a week
	Number:	10
	Age:	12 years minimum

PV 18	Type:	Diabetic childrens' summer camp
	Nature:	Jr. counselors
	Skills:	Empathy and ability to work with children
	Time:	2 weeks each summer
	Number:	2 boys and 2 girls
	Age:	16 or older
	Remarks:	Need full time during 2 week summer session
PV 19	Type:	Developmental child care centers
	Nature:	(1) child care assistant, (2) recreation assistant, (3) careqiver assistant
	Skills:	(1) Like and knowledge of children, maturity and patience, (2) knowledge of games of different age groups, (3) ability to work with special age groups or one-to-one
	Time:	Minimum of 2 hours a week between 8:00 a.m. and 12:00 noon; 3:30 p.m. and 5:30 p.m.
	Number:	2 volunteers at each location at any one time
	Age:	16 or older
	Remarks:	Would be best if could come every day for 2-4 hours. Will accept as little as 1 day a week. We have 44 homes.
PV 20	Type:	Nursing services to families
	Nature:	(1) Nurse assistant at nursing stations, (2) baby clinics, (3) school nurse assistant
	Skills:	(1) Ability to get along with people, confidentiality, (2) will train, (3) must have completed first aid course, confidentiality, willingness to learn
	Time:	Between 9:00 a.m. and 4:00 p.m. (1,3) 2-4 hours per week, (2) 4 hours
	Number:	Up to 30 students
	Age:	16 and older
PV 21	Type:	Educational institution
	Nature:	Typing, filing, answer telephone
	Skills:	Typing
	Time:	4-8 hours per day, between 8:00 a.m. and 4:00 p.m.
	Number:	Open
	Age:	16 or older

PV 22	Type:	Health agency
	Nature:	(1) Office work, (2) public relations, (3) publicity, (4) telephone work, (5) patient services
	Skills:	(1) Typing, filing, coding, (2) typing contracts, (3) speaking, showing films, contacts
	Time:	(1) 4 hours, (2) open, (3) 4 hours, (4,5) open
	Number:	Up to 8
	Age:	15 years minimum
PV 23	Type:	Health agency
	Nature:	(1) Office duties, telephoning, etc., (2) help organize local chapter teen activities such as walkathon, teen dances
	Skills:	Typing helpful
	Time:	(1) Could use 4 hours per day, (2) seasonal
	Number:	Open
	Age:	Jr./Sr. high
	Remarks:	On a year round basis, could use volunteers with office work. Hours are 9:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Monday through Friday
PV 24	Type:	Alternative to abortion agency
	Nature:	(1) Provide information about agency to pregnant girls, (2) to be agency representative to classes discussing problem pregnancies
	Skills:	Compassion, understanding, pro-life philosophy
	Time:	(1) Any time a girl is in need of agencies services, (2) set according to school curriculum
	Number:	Open
	Age:	Jr./Sr. high
PV 25	Type:	Health agency
	Nature:	(1) Day camp counselors - working with handicapped children in arts and crafts, swimming and other activities, (2) residential camp - working with camp staff caring for handicapped campers, (3) fund raising activities in office
	Skills:	(1,2) Training provided
	Time:	(1) One week in summer, (2) June - August, (3) mid-February - mid-April
	Number:	Open
	Age:	Jr./Sr. high

PV 26	Type:	Mental health agency
	Nature:	(1) To assist in the conceptualization and development of a youth for mental health program, (2) to provide recreational and social experiences for members of the social club
	Skills:	(1) Expressing ideas, communicating with peers and adults, pinpointing and identifying descriptively skills youth would need to participate in this program, talking formally and informally to youth to communicate about the program, writing skills as needed to effectively express the program on paper, (2) recreation skills-games, sports, music, dancing. Ability to facilitate the involvement of clients in recreational activities. Conversational skills, interest in community mental health programs, ability to work with people 18 and over
	Time:	(1) Until project is completed, (2) 2-3 hours per week on Wednesday evenings for 1 semester
	Number:	Open
	Age:	(1) Sr. high, (2) 16 and over

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	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 27	Type:	Recreation agency
	Nature:	(1) Mentally retarded swim program, (2) recreation development program for mentally retarded, (3) mentally retarded bowling program, (4) mentally retarded fun club, (5) summer playground work

PV 27 (cont'd)	Skills:	(1) Jr. life saving certificate, (2) interest in physical education, (3) know how to keep bowling score, (4) interest in people, (5) interest in children
	Time:	(1) 2 hours per week on Saturday mornings, (2) 2 hours per week on Tuesday evenings, (3) 2 hours per week on Friday afternoons, (4) 2 hours per week on Thursday evenings, (5) varies
	Number:	(1) 20, (2) 15, (3) 4, (4) 5, (5) 20
	Age:	(1,2,3,4) 14 years minimum, (5) 16 years and older
	Remarks:	Summer playground hours are 10:00 a.m. to 3:00 p.m. and 6:00 p.m. to 8:00 p.m.
PV 28	Type:	Health agency
	Nature:	(1) Aid at day services center assisting nurse, speech and physical therapists or learning readiness instructor, (2) assistant in recreational activities and life enrichment project for teen handicapped, (3) campaign and committee organization experience, (4) publicity and public relations as pertaining to the health services field, planning, writing and executing projects
	Skills:	(1,2,3,4) interest in children, ability to take direction, dependability and some degree of maturity, (4) journalism experience helpful
	Time:	(1) At least 2-4 hours at each session between 10:00 a.m. and 2:00 p.m., (2) 2-3 hours in the afternoon or 2-4 hours at night once a month, (3) can be scheduled almost any weekday, (4) weekdays
	Number:	10-15 for recreational aides, 1-4 for office work
	Age:	(1,2,3) 13 yrs. and older (4) 14 yrs and older
PV 29	Type:	Youth agency
	Nature:	Office procedures, phoning, personnel work
	Skills:	Typing, get along with people, willing to work, plesant phone voice
	Time:	Any amount of hours between 3:30 p.m. and 5:30 p.m. Monday to Friday, Saturday 8:30 a.m. to 12:30 p.m. Summer hours 9:00 a.m. to 5:00 p.m. Monday to Friday, Saturday 8:30 a.m. to 12:30 p.m.
	Number:	1
	Age:	Sr. high

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	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

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PV 30	Type:	Rental home agency
	Nature:	Conduct visits to elderly tenants in elderly adoption program
	Skills:	Interest in working with people, social services oriented
	Time:	One to two days per week
	Number:	2-3
	Age:	Jr./Sr. high
	Remarks:	Tuesday to Thursday, 2:00 p.m. to 5:00 p.m.; Wednesday to Friday, 10:00 a.m. to 12:00 noon
PV 31	Type:	Residential institution
	Na ure:	(1) Arts and crafts, (2) men's shop, (3) cooking class, (4) sewing class, (5) physical therapy department, (6) musical program, (7) drama, literature
	Skills:	(1) Artistic talent, (2) shop knowledge, (3) home economics, (4) home economics, (5) physical education, (6) musical talents, (7) dramatic talents
	Time:	2 hours per session except physical therapy which requires more time
	Number:	Open
	Age:	14 years and older
PV 32	Type:	Nutrition program
	Nature:	Assist a nutrition aide at a mini-camp for children 4-9
	Skills:	Like children
	Time:	3 hours for each mini-camp, Monday to Wednesday mornings in summer
	Number:	Open
	Age:	13 years minimum

PV 33	Type:	Poverty elimination agency
	Nature:	(1) File clerk, (2) recreation, (3) switchboard operator, (4) typing
	Skills:	(1) Filing, (2) organizing young people (3) pleasant voice, alterness, (4) typing and general office procedures
	Time:	(1) 1 hour per day, (2,3,4) 2 hours per day
	Number:	9 in mornings, 2 in afternoons
	Age:	(1) 14 and older, (2) 17 and older, (3,4) 16 and older

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	Skills:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

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PV 34	Type:	Child care project
	Nature:	(1) Infant care center worker, (2) child care center worker, (3) summer learning program worker, (4) special project worker, (5) fund raiser
	Skills:	(1) Patience, interest in children 6 months to 3 years old, (2) patience, tolerance of noise, interest in 3-5 year old children, (3) patience and interest in elementary age children, (4) interest you wish to share with the children such as music, photography, animals, cooking, chess or any game, sports, etc., (5) work with parents on fund raising projects such as bake sales, car washes, stamp drives, etc.
	Time:	(1,2,3) 2-5 hours per week, (4,5) individually arranged. Between 9:00 a.m. and 3:30 p.m.
	Number:	(1,2,3) 2-6, (4,5) Open
	Age:	(1,2,3) 16 or older, (4,5) Jr./Sr. high

PV 35	Type:	Girls' organization
	Nature:	(1) Assistant troop leader, (2) program consultant, (3) committee member, (4) assistant day camp leader
	Skills:	(1) Leadership skills, program skills, (2) program skills in a specific area, (3) committee work with ability to communicate the youth viewpoint to adults, (4) same as assistant troop leader, but in an outdoor setting
	Time:	(1) 1-2 hours weekly meeting time plus preparation, (2) as requested, (3) 2-3 hours per month at a meeting, (4) one week of day camp in June
	Number:	Open
	Age:	(1,4) High school juniors, (2,3) Sr. high
PV 36	Type:	Volunteers' agency
	Nature:	Student committee
	Skills:	Planning recruitment
	Time:	2 hours per month
	Number:	Open
	Age:	14 and older
PV 37	Type:	Hospital
	Nature:	(1) Gift cart, (2) nourishment cart, (3) admitting, (4) flowers, (5) medical records, (6) central service, (7) physical therapy, (8) nursing units in pediatrics
	Skills:	(1) Ability to work with a variety of people, sales of items to patients, (2) ability to work with a variety of people, distributing juices to patients, (3) assisting admitted patients to their assigned rooms, (4) delivering flowers to patients' rooms, and keeping records of delivery of flowers, (5) general office work, typing, filing, recording, (6) folding linens and assisting with the preparation of sterilized items, (7) assisting patients when they are scheduled for physical therapy treatment, (8) helping patients in any way that is necessary to their needs under the supervision of the head nurse in that unit. Writing letters, reading, and making the patient feel at home
	Time:	(1,2,3,4,5) 2-2 1/2 hours an evening, (6) 1-2 hours an evening, (7,8) arranged
	Number:	Open
	Age:	14 and older
	Remarks:	Day-time placement is possible.

PV 38	Type:	Short-term residential treatment center for children
	Nature:	(1) Assist recreation workers in supervising physical education activities, (2) maintenance work in recreation areas
	Skills:	(1) Athletic background, (2) must be dependable
	Time:	2 hours in afternoon 1:30 p.m. to 3:30 p.m.
	Number:	1 or more
	Age:	17 or older

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	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

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